

McGill reporter

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PSYCHIATRY RESIDENT: STUDENT OR PARTICIPANT?

by ERNEST SCHAPIRO

The goal of psychiatric training is usually seen as the creation of a resident more "sensitive" to his patient, i.e. a "better instrument," with the aid of a "supervisor."^{1,2} By implication the psychiatrist is seen as a specialist in mental diseases, rather than as a person of broad human interests who develops a unique style consistent with his values and origins. From this point of view, the impact of the university training program with its rules, values, and subculture can be blithely ignored. What made me ponder this was finding that my esteemed teachers were governed by other than educational considerations. Ironically, this awakened some long forgotten interests.

My family's Jewish heritage made me aware of social injustice early in my life, so that when I was 12, I became a socialist, like my father and grandfather. Attending political meetings and reading about politics occupied me, and in high school my favorite subject was political history, especially European. But as this was the McCarthy period and few of my contemporaries shared my views, discouragement about socialism set in.

Readings of Freud interested me in psychiatry during my last year of high school, because psychiatry was intellectually fascinating and it seemed psychiatric patients were often people who felt downtrodden. Also their treatment seemed really to be a process of education, and teaching has always greatly appealed to me. A shift from political radicalism to an interest in psychiatry characterized many of the intelligentsia at that time.³

At Columbia College my program included pre-medical studies and many courses in the humanities. At Albert Einstein College of Medicine, there seemed no time for reading about psychiatry or non-medical subjects because in order to be a well-rounded doctor, my greatest efforts went into internal medicine. In fact my diligence as an intern led people to assume this was my career field.

From the start working with patients in medical school on the psychiatry clerkship and elective was exciting, and the years of struggle seemed to have paid off. As people in psychiatry are inclined to dogma, the residency at X University was attractive; it seemed a place where new and different ideas were allowed.

Most of the faculty are fairly orthodox and interested in long-term psychotherapy. Although until several years ago it was hoped X would have a psychoanalytic institute, there are now only three or four analysts on the staff. The junior faculty is made up largely of graduates of the program. Most of the senior faculty have been there for close to 10 years. However the fifteen residents this year came from medical schools throughout the country. They included one foreign resident and four women.

I attended the weekly residents' meeting faithfully, but I rarely spoke up, because of my respect for the second and third year residents. The subject of departmental politics arose when we signed a petition on behalf of a woman teacher who was denied tenure, and when we put on a skit to portray faculty foibles. But these issues didn't seem to personally involve me.

Initially expecting to learn from cases and supervision, I was mostly interested in working with patients. In the first twelve months this gave me good clinical experience, with some useful instruction in interview technique and diagnosis. But there was little concern for understanding patients and the principles of therapy. The titles and subject matter of the numerous required courses were largely selected for us and did not hold my interest. In the hospital the staff focused on controlling the potentially assaultive or suicidal patient; it was often unclear to me what to do. In the first year two supervisors liked my work very much, whereas three were rather critical. One of the latter group told me subsequently: "When I supervise you, you have to work according to my method. You're still a student. When you get out of here, you can follow your own way. You know how it is; you have to play it the way the supervisor wants it." I didn't play the game.

In the second year, some things became clearer to me through my experience and just thinking. So a major problem for my women patients—their socially sanctioned inferiority and resulting dependence upon men—was *not* once discussed by any of my supervisors. This new insight encouraged me to read about still other cultural influences: some lectures by a lawyer on psychiatric malpractice helped to clarify the matter of the suicidal patient.

During much of this time it seemed useful to learn from a variety of supervisors and to meet different points of view. But in several cases the supervisor was extremely angry with

me, even abusive, for not adhering totally to his style. So I finally learned that supervisors have human foibles and that the foibles of people with power can hurt someone.

Dr. A., one of my favorite teachers, told me on February 14 that my contract would not be renewed when the year was completed in June. The Promotions Committee consists of ten faculty, including Dr. A. It was puzzling when he cited their suggestion to confine myself to treating very disturbed patients in hospitals; there my work was conceded to be very effective. How can a program disqualify a man who is excellent with the most disturbed patients?

Why were they unwilling to give me more details as to this dismissal, or, in fact, anything at all in writing? This was very odd, indeed. Dr. A. said that they would let me keep my dismissal a "secret" if I chose.

But when I told the residents about it next week, they were upset and surprised. Nothing had led them to expect this. Furthermore, quite a few of them, particularly in the first year, had known nothing about the Committee and wanted to learn how it operated. The departmental brochure makes no mention of this Committee. This was typical of how the department does things—quietly and if possible, secretly.

Dr. B., the department head and Dr. C., the Promotions Committee Chairman, met with us and explained the purpose of the Committee. The Committee was intended to be of help to residents by finding out early what their difficulties were (in 1½ years, the Committee had never contacted me!) and to weed out of the program residents who could give a bad impression of the program when they took their National Board Examinations in neurology and psychiatry. This last idea shocked me, as it ignored what the resident could contribute to psychiatry. The department's chief concern was its image.

Dr. B. said that of course the reasons for my dismissal could be revealed at my request. He emphasized, however, his concern that this information remain private to spare my feelings. This was an early taste of paternalism for me. They might destroy me, but they would not humiliate me. I at once wrote Dr. C., asking for a written statement from him of the specific

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STRESS AND STEROIDS

an interview with Dr. Hans Selye

by HARRY E. THOMAS and STUART GILMAN

Hans Selye was born in Vienna in 1907. He studied at the universities of Prague, Paris, and Rome. In 1931 he received a Rockefeller Research Fellowship to Johns Hopkins, and in 1934 he came to McGill as assistant professor of biochemistry. In 1945, he left McGill where he had been associate professor of histology since 1941, to accept an appointment as professor and director of the Institute of Experimental Medicine and Surgery at the Université de Montréal. He is the author of about 1,200 publications.

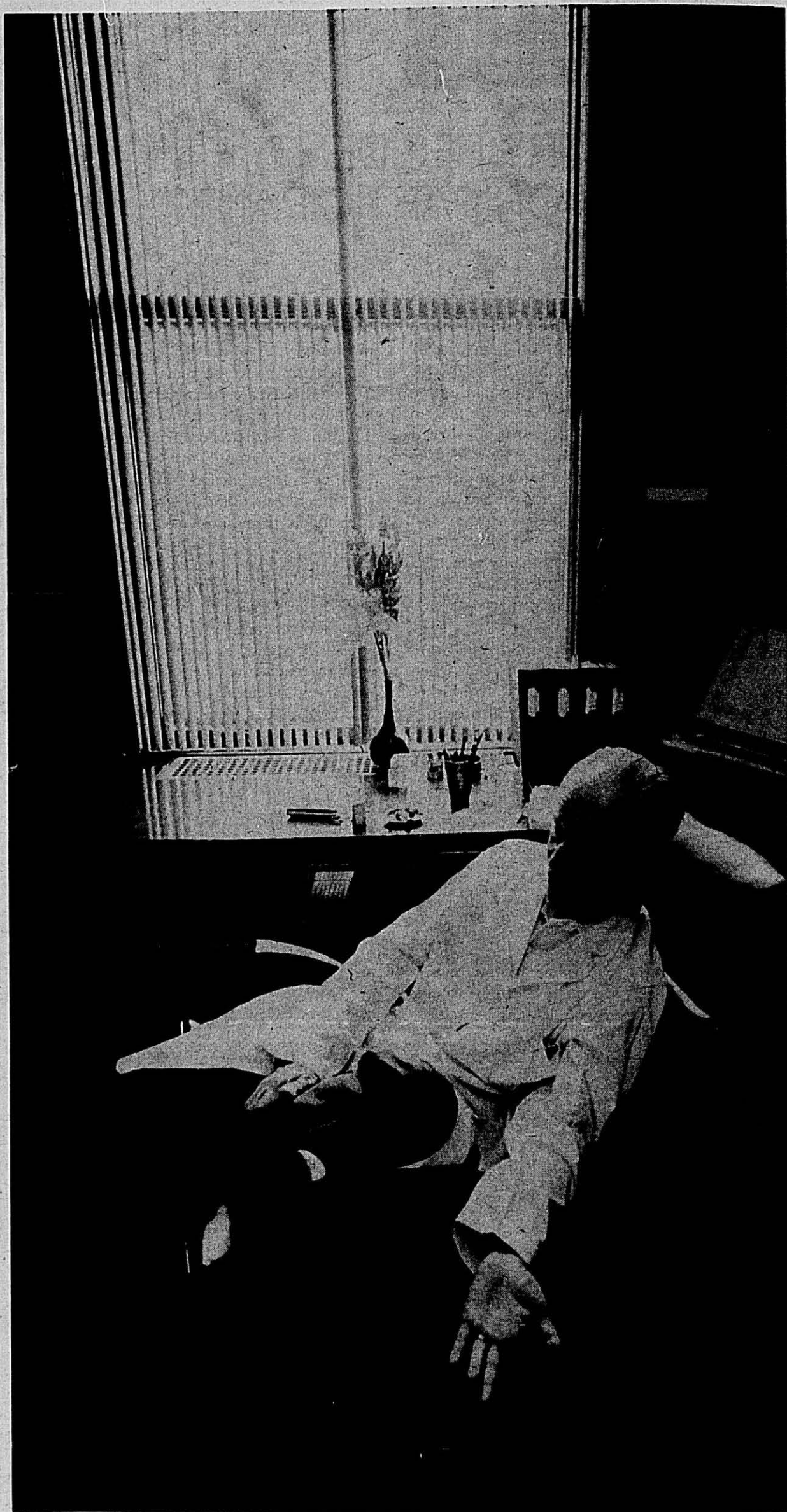
Reporter: Speaking to a few scientists about your theory of stress, someone commented that he had not really received a definition of stress from you. One McGill faculty member claimed that you *could* not give a precise definition of stress. He wondered whether we would ask you for such a definition.

Selye: Although I have given various definitions of stress, for various purposes, I think that he is right. You can define stress in highly technical terms or you can define it so that the general public will know what you are talking about. Before you make a definition, you have to realize that *vital* phenomena are not easily defined. Even though they are absolutely indispensable for biology, they *need* not be defined. There is no definition of life either and there would be no biology without the concept of life.

The simplest definition of stress, which I think the general public could most easily understand, is that stress is related to the "wear and tear" of life. You see, stress is an entirely non-specific phenomenon. That is to say, it is not particularly related to exercise or to emotions or to loss of blood or to anything in particular. It has no specific definition. It accompanies the whole of life's phenomena. If you think of energy liberation, you are very close to the concept of stress. No matter what you do, you need energy for it. Whether you think, work, or fight an infection, energy will be used. Stress is associated with this energy utilization.

Some may say that I have discovered stress. This is entirely false. Stress is a very old concept. It was discovered by the caveman when he was tired out and frightened and half frozen or he was just ill. He had just "had it." Well, if anybody says "I've just had it," he knows what I mean by stress. However, you can't deal with this concept scientifically. It is a rather vague definition.

Although you need not define precisely everything that you want to analyze in biology, you have to have a better definition than that. My great luck in this particular game was while at McGill in 1935. We did some experiments in which we injected animals with various impure extracts. I was working with Dr. J.B. Collip who was the professor of Biochemistry at the time. He was trying to isolate a new hormone by using cattle ovaries. From the



extracts which he made from the ovaries he was looking for an effect due to a new hormone. As I injected these extracts, I was struck by the fact that no matter how the extract was made (and in fact it turned out later that it didn't matter even what it was made from—it didn't have to be made from ovaries) so long as it was *damaging* it produced certain changes which were very objective. At this point we started getting away from the "I have had it" type of vagueness.

At that time we saw only three changes. Now, thousands are known—histologic, electronmicroscopic, and chemical changes. But at the time we knew only of three characteristics by which to define and recognize stress: the adrenals become very large; the animals developed gastric and intestinal ulcers, and the lymphatic system underwent atrophy; the thymus and the lymph nodes (which we now know are very important in immunity although we didn't know that then) became very small—they underwent atrophy. We described all this in my first paper entitled "A Syndrome Produced by Various Noxious Agents" which was only one column in the British journal *Nature*.

R: Well then, how do you distinguish this syndrome from effects induced by the normal ingestion of non-toxic materials? Is there any paradox involved?

S: I don't think you should try to make a sharp distinction between normal and pathological here because there is a gradual transition between them. You are now under stress because you are concentrating on this interview. I am under stress because I am concentrating on what I am going to answer. And even if I were asleep and resting, I would have some stress. My heart goes on using energy and I dream and so forth. But the difference in the level of stress while I am comfortably asleep or when I am trying to bicycle around the McGill campus at 5:00 a.m.—which I do every summer morning—the difference between these two is enormous. Stress is intrinsic to life. It goes on all the time. Absence of stress means death.

R: What about regeneration? How do we regenerate? Do we have a certain energy quantity and it's this quantity which dissipates in some way when we die?

S: Here we get into things which are much more hypothetical than what I have said up to now—measurable changes in the adrenals and so on. The general interpretation today is that, depending upon genetic background, we are born with a certain amount of what I call "adaptation energy." You can use this "adaptation energy" sparingly and live very long or you can use it fairly generously and live a shorter but perhaps a more interesting life. That is my answer to people who are always telling me not to smoke, not to stay up late, not to drink or not to have this or that pleasure in life. Sure, you will probably live longer but is it worthwhile? So, I think you are quite right in saying that we are born with a certain capital, a hereditary capital, of adaptability which you cannot change except for the speed of its use.

In addition there is another type of regeneration, related to what we call "superficial adaptation" to change. If you play a very strenuous game of tennis and you are all out, next morning you will be perfectly fresh again and it won't show. When we are too tired to go any further that's a very good defense reaction, because otherwise you would kill yourself by overdoing it. You are "out" for the moment but you will regenerate your strength. If you have done that all your life and are now 80,

then exhaustion goes into deeper and deeper layers and you use up all your adaptation energy. It's always difficult to explain this idea. It's important that the public should know this because it influences our philosophy of life. You can live longer and still have fun if you understand what's involved.

R: Well, what happens in sleep then? Has that been unravelled? Have you yourself worked on the chemistry of sleep?

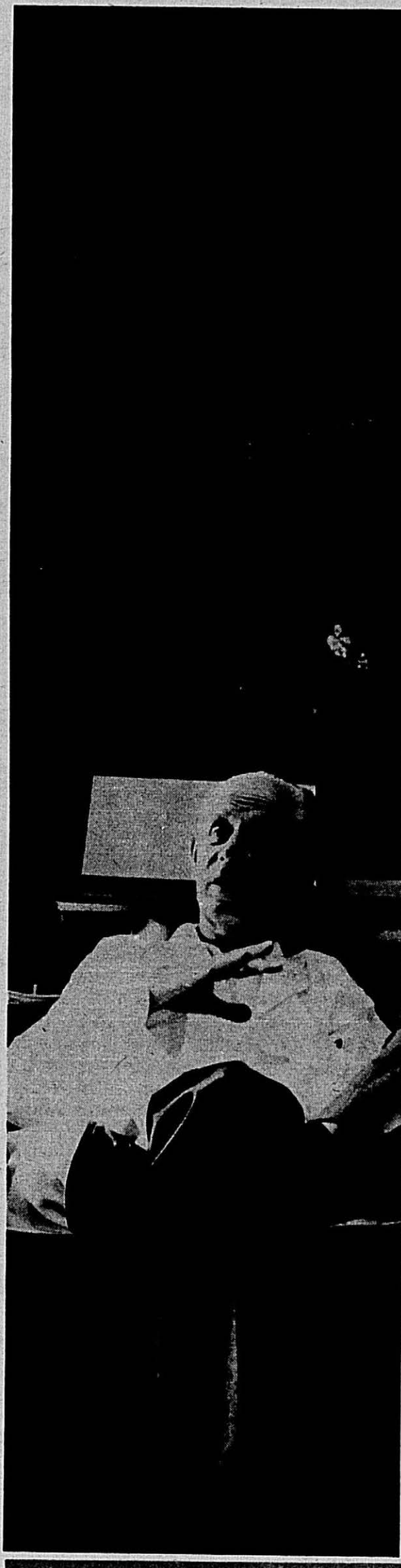
S: I haven't. But in sleep, essentially, you regenerate your superficial adaptation energy. If you work very hard, you are really quite useless at the end of the day because you are just not thinking clearly anymore. You get a good night's sleep—you regenerate. But there is a big difference between stress and ageing. Those are two things which are often confused. Stress is a measure of the amount of energy utilization and the wear and tear that's going on at any one moment. Aging is the sum total of all the energy utilization and all the scars (sometimes only the chemical scars) that have been acquired during a lifetime. You can use a very simply analogy: a new-born baby, while it is struggling and crying, is under terrific stress but certainly shows no sign of aging. A senile grandpa of 90, while he is quietly sleeping shows every evidence of aging but not of stress. To use a mechanical analogy: a brand new 1970 Cadillac on the road going full speed is under terrific physical stress but not old; whereas a 1914 Model T, quietly in the garage, is old but not under stress. So these two things must be differentiated.

R: On the notion of regeneration, I understand you did experiments with rats. What precisely did those experiments reveal about regeneration? I understood that the implications were that if someone had scar tissue, it might be possible (using either your techniques or the practical application of your work) to regenerate their original tissue.

S: It has no bearing on that. However we did some experiments which border on what you are saying. For example, if an animal is exposed to a great deal of stress it loses adaptability. So you can show that it really is using up a quantity that is finite. Adaptation energy is not infinite. The text-book impression used to be that, "You are a perfect machine. As long as you are provided energy you can go on functioning for a long life span." But if you expose a rat, for example, to a stress such as cold or forced exercises, he will gradually adapt himself to that. As long as you give him the calories he'll be able to run almost all day, live in the cold all day. But he can't do it forever. After he is fully adapted, after his body has built up, let us say, all the defense reactions that are necessary in the cold—for example, his blood vessel system contracts, his skin surface saves heat, his thyroid begins to stimulate his metabolism so he burns more—as long as you give him enough to burn, enough food, he will be alright. After that he will be in what we call the "stage of resistance"—in the stress syndrome the *General Adaptation Syndrome*. This goes through three stages. The *Alarm Reaction*, which is an acute call to arms of the defense forces; then a *Stage of Resistance* where the animal is perfectly alright despite the continued necessity to fight some stress agents; but this is invariably followed by the third stage, which we call the *Stage of Exhaustion*. The very existence of that stage shows that adaptability is not infinite.

Depending upon heredity you may have more or less energy to use up. If you use your body more, you'll use it up sooner. You know the old saying, "burning the candle at both

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**Adaptability
is not
infinite**

Selye from page 3

ends." We just gave a scientific demonstration of it. Here is an actual experiment that proves that this is not just an idea but an actual fact.

R: With rats, when you remove the stress, what happens after being subjected to a prolonged period of this stress?

S: Nothing. Nothing comparable, for example, to habituation. He just goes back to normal and is perfectly alright. When he's under certain drugs which have a specific effect on certain defense mechanisms, withdrawal of the drug may cause a deprivation syndrome. But you don't have anything like that in this case.

R: Is there a certain deception being practised with regard to many psycho-pharmacological substances? Is it possible that a lot of tranquilizers, for example, merely cause the individual to have stress and that the "tranquility" reactions which the individual exhibits are really manifestations of stress?

S: No, I think it's more the reverse. The current, most generally used tranquilizers like Librium and Valium are all advertised on the basis that they work on stress. They inhibit stress. The idea is that if the individual is very emotional, subject to get very much keyed up under stress, it is good to dampen him a little with drugs. The beneficial effect of tranquilizers is to inhibit excessive stress.

R: Does it do so? Are you quite satisfied that it's correct?

S: Essentially, yes. We can show it on patients. Many patients, for example, secrete adrenalin and develop a rapid pumping of the heart and ... I don't know how far I should go in technical terms.

R: Please go on.

S: If you are pre-disposed to it you can get a very rapid pulse rate, even an irregular pulse rate under stress. If you take a tranquilizer, you don't. This is a fact. You register this on the electro-cardiogram. During stress, certain hormones are produced, adrenalin for example. If you dampen this response when it is excessive you do the patient a great deal of good.

If you also want to have something new for your paper, I can give you some very recent developments in the stress project. It so happens that we have just had a few very fruitful months. I have just published about this new avenue of stress research. Let's briefly review the development of the stress concept on scientific lines (I'll leave out old history of more or less vague ideas about the spirits having this and that to do with disease, etc.). It was Walter Cannon who first came out with the idea that, in rage, fear, or fright, the sympathetic nervous system gets very stimulated and causes a discharge of adrenalin. (We now know that the sympathetic nerve endings also produce adrenalin.) You have a flooding of the body with adrenalin in what was called the fight, fright or flight reaction—fright and flight because both can be the same. Whether you are afraid and flee, or whether you fight, it is an acute reaction. And while some do not call this a stress syndrome this is also a stress. Only it is limited to one system, the nervous system. Adrenalin liberation by the adrenal medulla is an acute nervous reaction. You cannot go on doing this for long. If we would get very angry with each other now we would have an awful adrenalin liberation but we couldn't keep it up. You understand? So this is an acute reaction, limited to the sympathetic nervous system. But it was the first, and perhaps most important contribution, to the whole concept of fighting non-specifically: that is to say, not by a specific anti-serum or antidote arising in the body but by a general response against any kind of injury by a general systemic defense

action. Cannon called this the *Emergency Ration* which is a very good name for it because it's an acute emergency system that is activated.

Our work at McGill led us to develop what is now known as the hypothalamus-pituitary-adrenocortical axis reaction. The hypothalamus is a part of the brain which stimulates the pituitary, which in turn stimulates the adrenals, and then eventually the adrenal makes its corticoids, etc. That's an entirely new type of response in that it is not sympathetic, it's not nervous, at least not in its chronic manifestations. It can be started by a nervous impulse but it's hormonal and it is chronic—not necessarily chronic, you can have an acute phase of it too, but it can become chronic. You can keep this up until you are completely exhausted—a lifetime. This is an entirely different way to combat stress.

The biochemical mechanisms are also quite different. Adrenalin acts on the heart rate; it also causes sugar mobilization for energy. The corticoids act in an entirely different way upon resistance in general, in suppressing inflammation for example. But both these mechanisms have one thing in common. They don't do any harm to the aggressor; they make you used to it. It's a big difference. If you give the patient an anti-serum against a microbe, the serum will kill the microbe; it doesn't do anything to your tolerance of the microbe, it just kills it. Neither Cannon's reaction nor mine has ever been able to kill any microbe or destroy any drug. The general adaptation syndrome just adapts you to it. That's why I called it the Adaptation Reaction. Now, quite recently, we found that there are certain hormones, very closely related to the adrenal hormones or steroids. You know what steroids are? The structure of steroids is on the back of all those books up here in my office. If you ever passed my house it's on the shield over the door. I don't know whether you know where I live but I live right next to McGill. I bought that house when I taught at McGill. I always wanted to have this house and when I bought it it had a coat of arms on it. It belonged to a fraternity and there was nothing on the coat of arms. Since I don't have a drop of noble blood in my veins, I couldn't think of what to put on that coat of arms. That was very many years ago, I think around '34. At that time nobody thought much about steroids and I thought, STEROIDS! That's what I'm going to work on; that will be my motto. And I personally hung out of the window and engraved the steroid skeleton on 659 Milton which is at the corner of Milton and University. You probably went past that house many times never noticing the coat of arms. But there it is.

This kind of steroid is what cortisone turned out to be. Cortisone has that formula. That's only the basic formula, you know. In each angle you can have side-chains attached and that changes the action. But now we have found a group of hormones which I called the *catatoxic steroids*. Catatoxic means just about the same as antitoxic, only I couldn't use the name antitoxic because that's used in biology for another purpose. But "cata" in Greek means "against," acting against things, for example against toxins. When I gave the name to what's now called corticoids, I gave it because they were the hormones of the adrenal cortex. And the new group I called catatoxic because they are against toxicity. But they *attack* the aggressor. They don't change our tolerance for it; they destroy it. And we know very much now about the mechanism of that. We have an electron-microscopic division here, and we have been studying the liver. In the liver there are micro-

scopic tubules which you don't see with an ordinary microscopic lens. Under higher magnification you can see that there are little tubules in the liver cells which contain enzymes. These are non-specific enzymes which destroy all kinds of toxic substances that get into your body.

There are three responses through which the body can non-specifically defend itself against what you would call stress. First, Cannon's reaction (which is the oldest and really he should have the credit for having started the whole thing). But it is only acute, only sympathetic. Then there is the pituitary-adrenal reaction which is under hypothalamic control and which I called the Adaptation Reaction; it is also known as "the stress reaction." And now there is this new response the catatoxic reaction—a third mechanism.

We are now in the midst of feverishly working on this because it's something that has no precedent. The hormones that do this are characterized by having a catatoxic effect. These may be corticoids at the same time or they may be sex hormones at the same time. Or they may be hormone blocking agents, or they may have no hormonal effect whatever. So there is no correlation between catatoxic and any other known pharmacological activity. It's not a new aspect of known pharmacological activity; it's something quite new. We have tested now about 100 of them and there is absolutely no relationship between the chemical structure of these compounds and their catatoxic activity. Now, since this is of tremendous practical importance to offer specific defence by actually destroying toxic agents, the whole pharmaceutical industry is interested in the clinical ramifications. Do you know that making steroids is now a one billion dollar a year business?

You see, anti-conception pills are also steroids. The structure of steroids can be changed to do almost anything. The basic molecule can be transformed into anything the body needs. Naturally the industry has been hot on the trail of this.

Steroid chemistry has been developed so wonderfully by now that chemists can make you a molecule with almost any structure. Every technique of how to add or remove something in steroid molecules has been worked out. So we can give chemists plans and get steroids tailor-made. But meanwhile we don't know what to ask for.

When I worked on the corticoids it was easy to make suggestions to industry. Put on a hydroxyl group here or take off a carbon group there. The most frustrating thing is that we had tested about 300 (they came from Holland, the US, Switzerland, from various Canadian firms and from private chemists), every conceivable structure was tried out but there was no way of predicting whether a compound would act or not. But those that act are life-saving.

A few examples will give you an idea of what kind of changes can be prevented by these steroids. If you give certain vitamin D derivatives in excess, animals will die from sclerosis of the arteries. If you pretreat them with catatoxic steroid they remain healthy. If you give fatal doses of digitoxin to animals they go into convulsions and finally die. If the same animal gets a perfectly innocuous catatoxic steroid first (which, in itself, causes no change whatever except what you can see under an electron-microscope), then that animal is protected and remains perfectly healthy.

R: What would be the greatest implication of this? Would it be the end of many kinds of sicknesses, diseases, without necessarily going

to a hospital, without having to stay in bed?

S: This is a kind of prediction that one can't make on the basis of any scientific evidence. I can only vouch for what I told you now. One has to get much more evidence in order to outline the spectrum of diseases that could be prevented that way. All I can say is that we have now found it effective against very many otherwise highly toxic drugs.

R: Have you tested it against actual diseases?

S: We haven't tested it on human beings yet because the observation is too recent. But we have tested it against what we call "disease models."

Let me mention yet another standard disease model that we use for assaying these compounds in animals. If you give huge doses of indomethucine to rats they regularly die of peritonitis. They develop ulcers in their intestines, the ulcers perforate, and all the rats die. There is no exception to this. If you give a certain dose of this drug in four days you can see perforating intestinal ulcers. But if you give any one of the active catatoxic steroids first the animal remains perfectly normal despite treatment with the same dose of indomethucine.

The steroid makes enzymes in the liver which

destroy the indomethucine. You can compare this for the lay public to the action of a serum. Here it's not an inanimate object that you are destroying but a living virus or microbe, yet the result is essentially the same. A serum will not make you tolerant to the virus; it will kill the virus. So if you are completely immunized the viruses won't do you any harm because they instantly die the moment they get into you.

R: So that's preventive. Its prospects are preventive it seems.

S: Preventive, yes.

A CREDIT SYSTEM

McGill sub-committee examines some implications

by HARRY E. THOMAS

In anticipation of the possibility that Quebec will adopt formula financing of higher education based on the number of credits a particular student is taking, the Academic Policy Committee formed a sub-committee several months ago to consider the implications of such a system to McGill. The sub-committee, which held its first meeting on 3 October 1969, is under the chairmanship of physics professor E. R. Pounder.

Membership in the sub-committee includes a representative from each one of McGill's eleven faculties. They are R. D. Baker, Agriculture; E. R. Pounder, Arts and Science; M. A. Rogers, Dentistry; R. C. Culley, Divinity; Eigil Pedersen, Education; Pierre Belanger, Engineering; R. V. V. Nicholls, Graduate Studies and Research; Yves Caron, Law; H. Mintsberg, Management; R. N. MacDonald, Medicine; and H. Blume, Music.

There are a couple of other important reasons for looking into the credit system at this time in addition to the formula financing consideration. A credit system has some attractive features for dealing with the problems arising out of the inter-facing of credits when a student moves from a CEGEP curriculum to the university program. Also, many people believe that a credit system would facilitate the acceleration of gifted students.

The committee will meet for the third time on March 9, 4:00 p.m., Rm. 207, Dawson Hall, and it hopes to be able to wrap up discussion and submit its report by the end of March. The report will first go to the Academic Policy Committee and eventually it will be dealt with by Senate.

Dr. Pounder indicates that the sub-committee's efforts will have wider interest than just within McGill. It is highly likely that the report will be presented to the Conference of Rectors and Principals which itself recently established a committee to study the credit system. Also the Council of Universities will appreciate all of the information that it can get its hands on to assist in the development of a formula for allocating university operating grants.

So far, what does the committee think about the possibilities of a credit system? At the December 3 meeting it was pointed out by representatives of several faculties (Management, Education, Dentistry) that professional programs tend to be highly structured, that most courses are required of all students, prerequisites are numerous, and the number of options is limited, and that as a corollary, a credit

system has few advantages for such programs. It was agreed, however, that a credit system does not pose any obvious disadvantages to the professional faculties and offers the great advantage of flexibility to many of the faculties.

It was pointed out that a credit system might be used to rate the work load of a professor. The sub-committee agreed that this would be inappropriate, but it was emphasized that the credit weighting of a course is designed to measure the work needed from the student to complete the course. That is, a four-credit course should require twice as much total time on the part of the student as a two-credit course. There is no implication that it requires twice the effort on the part of the instructor and, in fact, the ratio might be considerably more or less.

At the December 3 meeting there was some discussion of the document prepared by Professor Pounder entitled "Details of a Possible Credit System" which appears in this issue of the *Reporter*. No conclusions were reached at that time but a number of questions were raised:

1. Should there be either a minimum or a maximum number of credits for which a student would be permitted to register in any term or year?
2. Should we accept partial students reading for a degree over a longer than normal period, because of financial or health reasons, for example? If so, should fees (for such partial students) be related to the number of credits for which he is registered?

3. Should there be a maximum time in which to earn a degree? A possible mechanism would be to rule that credits earned for degree purposes lapse after a stated period, such as five years.

The committee agreed at the December 3 meeting to accept Professor Pounder's "Details of a Possible Credit System" (which follows) as a model for discussion and comment by members of the university community.

Details of A Possible Credit System

This is based in part on the system just introduced in the Faculty of Science at Laval University.

Calculation of Credits per Course

Total the lecture hours, conference hours, laboratory hours, hours devoted to private study per week. Dividing this total by 3 gives credits

for the course per semester or term, e.g.:

Sociology XXX:

$$\frac{3 + 1 + 0 + 6}{3} = \frac{10}{3} = 3\frac{1}{3} \text{ credits}$$

Physics YYY:

$$\frac{2 + 1 + 3 + 3}{3} = \frac{9}{3} = 3 \text{ credits}$$

The hours to be allotted per course for private study would be determined by Faculty, not by individual instructors. A possible formula is 2 hours per hour of lectures in a non-laboratory course and 1.5 hours per hour of lectures in a laboratory course. This formula has been used in the examples.

Course Load

It is suggested that the *normal* load per term be 15 credits, with a normal requirement for graduation of 90 credits in a three-year degree program. It is worth noting that in the minutes of a meeting on 21 August 1969 of the Committee of Registrars and Secretaries-General, M. Louis Rousseau of the Directorate of Higher Education is quoted as accepting that the minimum load for a full-time student is 24 credits or 4 full courses per year.

Maintenance of Good Standing

With the acceptance of a credit system the present promotion by year would disappear completely, but some alternative would be needed to keep track of a student's progress. This would be needed in order to be able to decide if he could remain in an honours program, if his status should be probationary, or if he should be required to withdraw from the university.

The usual device is to assign grades (by examination or otherwise) to performance in each course completed, such as the A, B, C, D, F grades used in Arts and Science and the collegial years at present. These grades are weighted 4, 3, 2, 1, 0 respectively, and a grade-point average is computed as shown in the following example.

Courses	Credits	Grade	Weighted grade
English	2.8	A (4)	11.2
History	3.0	A (4)	12.0
Physics	3.0	B (3)	9.0
Geography	3.1	C (2)	6.2
Chemistry	3.0	B (3)	9.0
Total credits available	14.9		47.4
Grade-point average = $\frac{47.4}{14.9} = 3.2$			

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Credit from page 5

This grade-point average (GPA) would be calculated after each term for that term and also a cumulative grade-point average (CGPA) for the student's university career to date.

Promotion rules might be as follows:

- (a) A grade of D is a conditional pass. It will be counted as a failure if in a course pre-requisite to a subsequent course in the student's program.
- (b) A grade of F is a failure.
- (c) If the student obtains a grade of D in a required course or of F in any course, he must repeat that course at the first opportunity or substitute for it another course approved by his advisor.
- (d) When a student repeats a course under rule (c) his CGPA will be calculated using the grade obtained the second time. In other words, a failure in a subject will remain on the student's record but subsequent success will expunge it from the CGPA calculation. No course may

be repeated twice. If under rule (c) a course is substituted for a failed course, the failure will, in general, be included in calculating the CGPA.

- (e) A CGPA of 2.7, with no grade lower than C in a required subject, is required to continue in an honours program.
- (f) A CGPA of 2.0 is required to remain in good standing.
- (g) A student with a CGPA of less than 1.6 will be required to withdraw from the university.
- (h) A student with a CGPA between 1.7 and 1.9 inclusive will be placed on probation. He will, in general, not be permitted to register in any term for courses totalling more than 13 credits until he has raised his CGPA to 2.0 or better.

Graduation Requirements

These are written in terms of a normal three-year degree program. Total credits required for

alonger program would be increased pro-rata.

- (a) *Honours Degree*: A total of 90 credits with a CGPA of 2.7 or more and unconditional passes (C or better) in all required subjects.
- (b) *General Degree* (with or without major): A total of 87 credits with a CGPA of 2.0 or better.

Credit for Courses passed at another Institution

Credit will be given for such courses passed at another approved institution (including CEGEPs) whenever such courses are equivalent to university-level courses suitable to the student's program at McGill. Such accepted "external" credits will be counted in computing both the total credits earned and the DGPA.

Professor Pounder is chairman of the Academic Policy Sub-Committee on the Implications of a Credit System.

BIAFRA!

Guest Editorial by Nathalie Barton

The military surrender of Biafra on January 12 was greeted with a general sigh of relief. This embarrassing situation, in which Blacks had been slaughtering each other with arms provided by White powers, in the name of African unity and Nigerian oil, had at last been "solved," and the world could turn to more important issues. Western hypocrisy in the immediate aftermath of the war lived up to expectations: compassion for the suffering Biafran population was now "legal" and accordingly blossomed out in all its humanitarian glory, after months of public indifference; generous offers of food and transport poured into Nigeria from the governments of Britain, the US, Scandinavian countries, Canada etc., and the first-hand reports of which the Western press was full provided excitement for a few days. The ritual of atonement lasted about two weeks, enough to throw off any guilty feelings one might have had about the thirty-month war: after which public concern could legitimately subside and silence descend once more on Biafra.

The most urgent problem facing Nigeria was of course the feeding of an estimated 5 million people within the enclave. The Federal Military Government was adamant in refusing the offers of aid coming in from all over the world. "Let them keep their blood money . . . We will do it ourselves," declared Major-General Gowan. For of course it would have been a sign of immaturity for an African State to accept foreign assistance in dealing with an internal problem. It is rather unfortunate that the Lagos Government did not take this firm stand earlier: we do not recall that Nigeria showed particular hostility to neocolonialist interference when it came to buying arms to massacre her own people. The White governments showed great understanding of the Nigerian point of view, and weakly accepted that "political realities" take precedence over the lives of millions of starving Biafrans.

Major General Gowan accordingly announced that the entire relief operation would be channelled through Lagos. Existing facilities—in particular the Jointchurchaid airlift, the food stocks on Sao Tomé and in Cotonou,

and the missionary organizations inside Biafra—were in no circumstances to be taken advantage of. The Nigerian Red Cross was given the colossal task of coping with the starvation, starting more or less from scratch. The NRC had been paralyzed throughout the war by lack of funds, personnel, and transport, and by constant rivalry with the National Rehabilitation Commission. Consequently its experience in the field was very limited, and the result has been disastrous.

Food distribution during the first two weeks was almost nil. It is impossible to tell how many people died during those days, probably at least 500,000. Distribution has since substantially increased, but it is evident, from the figures published by the Nigerian Red Cross itself, that it is still totally inadequate. Whether it be the effect of a deliberate policy on the part of the FMG, or what is more likely, of sheer incompetence, peace has so far claimed lives at a more frightening rate than wartime.

The Nigerian government has shown itself extremely sensitive to any unfavourable reporting on the situation inside Biafra. Accounts by the group of journalists who were finally allowed in on January 19 flatly contradicted the statements of such convinced optimists as the international observer team of U Thant, Lord Hunt, M.P. Robert Thompson, and others. No press correspondents have been given permission to enter the enclave since then. When General Laidduddie Khan (head of the UN observers in Nigeria) in contrast to the rest of the team submitted a pessimistic report, after having toured the area thoroughly, eyes open, he drew the following comment from the Nigerian Commissioner for Communications, Hadji Kano: "The observers have overstayed their welcome. They should pack their bags and leave. I do not believe the rape and pillage."

The suppression of all news coming out of former Biafra makes it difficult to estimate to what extent life is returning to normal. Public opinion outside Nigeria (what is left of it) has been understandably eager to believe Gowan's promises of love and reconciliation, and the policy of all governments has been to conciliate

the Nigerian "doves" whom he represents: curiosity about the grimmer aspects of "rehabilitation" therefore has been generally slight. Almost two months after the end of the war, Biafran currency is still not negotiable, though Gowan promised at the end of January that immediate steps would be taken to provide exchange. This means that what food there is on the markets is out of reach of the refugees. The problem of moving in large quantities of seed for the planting season in March—the key to a long-term solution of the hunger—has not yet been seriously tackled, or has that of providing jobs for a population that has been left with absolutely no resources. We can only be glad that the Nigerian government has expressed such a strong desire for general reconciliation. But in the light of present achievement, we seriously doubt its ability or willingness to live up to its fine words, as far as both short-term relief and long-term "rehabilitation" are concerned.

What of the prospects for the reintegration of the Biafran people into the Federation? The assurances of brotherly love for the Ibos that poured out of Lagos in the days following surrender have an ironic ring about them, considering the basic paradox of the war. For Nigeria did not hesitate to starve and bomb an entire section of her own population out of existence, declaring all the while that her "misguided" Biafran "brothers" must be brought back into the fold of Nigerian unity. It will surely take several generations to wipe out such a shattering experience of brotherhood.

It is obvious that the Nigerians did not and still do not want the total extermination of the Biafrans, any more than any other country would. However, it is equally obvious that for a number of extremist military leaders and to the "hawks" within the government, the elimination of the Biafran élite both within the army and among the population in general is the only possible guarantee that Biafran nationalism will never rise again. There have certainly been several ominous developments in this direction. Major General Gowan's promise of amnesty was interpreted in the following terms

by Chief Anthony Euahoro, Federal Commissioner of Information (reported in the *Manchester Guardian* of February 2): As far as amnesty is concerned, "the head of state made a clear distinction in regard to those who were misled. Obviously it would be ridiculous to suggest that only Ojukwu and the handful that fled with him had misled the rebels." And on February 6, Gowan ordered that a military board of inquiry be convened to investigate the conduct of Biafran army officers: a surprising move, in view of his earlier statements that there would be "nothing like Nuremberg trials here." And yet the purpose of military tribunals is, as a rule, to set up trials.

The problem of the East Central State is another issue that is bound to make reconciliation more difficult. The present Ibo state, whose boundaries were established by the Federal government, has no access to the sea. It contains few mineral resources, and appears to exclude most of the oilfields in traditional Ibo areas. There is a crucial problem of overpopulation; it can hardly be solved by emigration, as it was before the war—the authorities of the neighbouring Rivers State, which contains Port Harcourt (formerly a predominantly Ibo city), have already declared that Ibos will not be welcome in the state (see the *Guardian*, February 21). It is unlikely that the other states of the Federation will show greater eagerness to receive Ibo immigrants. The Biafrans face the prospect of remaining enclosed in a small, overcrowded state, with very few job opportunities and no possibility of full participation in the running of the country, a drastic contrast to their former situation within Nigeria.

For us who had to watch the war from outside Nigeria, the devastating role of foreign interests may be the most difficult thing to nationalize or forgive. The defeat of Biafra was hailed by the Soviet press as "a great African victory against imperialism." Nigerian-Soviet friendship is off to a good start.

The part played by France in the conflict is no less revolting. General de Gaulle's expressions of solidarity with the Biafran struggle were dictated by the same cynicism as that of Britain and the USSR; they were never fol-

lowed up by concrete support on any useful scale, however. France never gave official diplomatic support to Biafra, nor admitted to supplying arms. One can at least pay tribute to the Soviet Union for the coherence of its policy in Nigeria: the half-hearted French government does not even deserve such a miserable compliment.

The United States, while contributing actively to relief operations into Biafra, gave her tacit diplomatic support to the British position. Canada's "neutrality" and cowardly refusal to bring up the Nigerian question in the UN amounted to political solidarity with the Nigerian government.

It is superfluous to point out that such countries as South Africa, Rhodesia, and Portugal, who did express a certain amount of "active" sympathy for Biafra, were also motivated by sheer self-interest. Any opportunity to provide a diversion from their own problems, and to favour divisions among Blacks who could otherwise provide effective support for the various African Liberation movements, was welcomed with great eagerness.

The role of the United Nations, which has been exposed as a mere coalition of governments bound together by a common conservatism, is beneath contempt. It is now farcical to talk about the international organization playing a useful part anywhere. U Thant's Mourovian declaration to the effect that the UN will not tolerate secession in Nigeria or in any other member country is the crowning glory of an organization which has not shown in itself to be merely ineffective, but thoroughly reactionary. The same may be said of the attitude of the OAU which allowed an African country to be manipulated to the point of conducting a totally unnecessary war in the name of pseudo-African pseudo-unity. It is difficult to see how such a conservative and unimaginative monolith can retain any credibility at all.

The disastrous impact of the war, from an international point of view, has been summed up by Jean-Paul Sartre: "L'événement biafraise... marque le début d'une époque décidément nouvelle, où n'importe quelle nation constituée pourra, devant n'importe quelle autre ou toutes

les autres, se vanter de faire n'importe quoi au nom de n'importe quel principe."

The possibility of any concrete action from outside Nigeria to favour postwar reconstruction appears remote. It is largely because of public unawareness that the war was allowed to drag on, and there is no reason why people should profess a sudden interest in the future of the Biafran people now that everything is safely "back to normal." The Western governments are certainly taking advantage of this indifference to reinforce their ties with the moderate elements of the Federal Government, and to counteract the pro-Soviet swing of the "hawks." Serenity and hopefulness are therefore the keynotes of official attitudes to Nigeria, and the press has so far echoed this tendency.

It is essential however that the link with the Biafran population be maintained. It is our sincere hope that reconstruction will proceed as smoothly and as thoroughly as Major-General Gowan has promised. But we feel that the presence of as many outside observers as possible in former Biafra can only have a beneficial influence on the process. Newspapers must be encouraged to urge that their staff gain admission into Biafran territory. Independent teams of doctors and nurses on the spot would be of great value not only in helping to organize food distribution and providing necessary medical care, but also in dispelling any doubts there may still be as to the FMG's goodwill, if such doubts prove unfounded.

Canadian universities were not conspicuous for any denunciations of the war, while it lasted. However they now have the possibility of refusing to share in the general lethargy, and should remain on the alert for future developments in the Nigerian situation. McGill's students and faculty can still contribute to effective peace by urging that press correspondents and medical personnel go to Nigeria and find out for themselves what is going on; the silence that is settling over Biafra once more must be broken.

Miss Barton is a graduate student in the Italian Department.

IN A GOOD DIRECTION

by FRASER STEELE

The Midpeninsula Free University of Palo Alto, which is just 40 miles outside San Francisco, is huddled in an area that still vibrates from the effects of Park Lane and its mystical residents of many years back. Among them two names immediately come to mind—Richard Alpert, friend and colleague of Timothy Leary; and Ken Kesey who was made immortal by Tom Wolfe in his book *The Electric Kool-Aid Acid Test*. Another resident who is less known publicly was Vic Lowell who was one of the founders of the MFU.

The Free U was a product of those thought and mind experiments. It is based on the simple principle that the American educational establishment is inadequate in meeting the needs of its society. The MFU course guide elaborates further. "It often discourages students from thinking critically, and does not afford them meaningful training to help them understand the crucial issues confronting mankind today."

It utilizes the quarterly system, offering as many as 155 different courses per quarter. Last quarter (September-November), over 1,000 people registered, a fairly large segment of which were the local suburban parents who go primarily to develop a clearer picture of what they are doing with their lives and why.

Besides the numerous solid courses and encounter groups that play a very important part in the university curriculum, there are a few freaky courses for the esoteric mind. These include, "Advanced Group Loving," "The Odyssey Stone Rock Outcrop Music Group," "The Lost Art of Playing Musical Saw," and "Searching For The Dolphin (Sensory and Emotional Awakening Underwater)."

There is a nominal fee of \$10/quarter which entitles you to the right to teach or take any number of courses. It also gives you full voting rights at all meetings.

The MFU has two unshakeable rules: open

curriculum and government by participatory democracy. By exercising no screening, censoring, or directing of classes it allows the community to assess its own educational needs and fill those needs with experiences that are relevant and self-directed. All a degree does is to tell the establishment that you have learned exactly what it feels and wants you to know and hopefully nothing more.

The MFU is one of the longest living Free Us in the US. It developed four years ago through the combination of two different yet remarkably similar organizations—different in aims, similar in basis. One was the Free University of Palo Alto, which dealt with introspective things and self-awareness through eastern mysticism. The other was called very simply The Experiment and was fundamentally a political analysis forum run by several radical student groups at Stanford University. The two got together to provide an alternative

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MFU/from page 7

in education, and the MFU was born with a total population of about 80 persons.

Shortly thereafter there was a split in the group on the issue of open curriculum. Some of the more radical elements felt that there should be a curriculum screening committee formed which would insure that all courses were relevant to the community and its social problems. The other faction did not believe in course manipulation and said that people should have the complete freedom to do what they want, even to the point of having someone organizing a course on the benefits of Fascism, although no one has to date. The conflict ended with a general meeting and vote, the latter side having their views ratified.

There followed an exodus of many of the Free U's radicals, and consequently the MFU lost a lot of its political content. However, they continue to take stands on various issues through general votes. They make the assumption that education which is divorced from political involvement is sterile and meaningless: "The Free University is its politics: the action, interaction, and growth of the free people who are involved in it—creating an alternative to the shallowness of American society—creating social change in the quality of our lives."

Their stands have included the condemnation of imperialism by the US and Russia, opposition to the draft and conscription laws, support of the Black Panthers' ten-point program and support for the Third World Liberation Front.

As a rule, classes meet in people's homes although occasionally they hire a large hall for a special lecture. The encounter groups began to take a more important role in the university about two years ago and as they grew so did the university. Consequently two years ago (or if you like two years after the commencement of the Free U), the population has ballooned up to 500 persons.

They then opened up a store, a permanent office, and a printshop. The store has since been replaced by a large lounge and reading area. The Free U people call the small complex The Nest. The Nest is the central control room for what has become a vast nervous-system like structure the university has taken. This is primarily because its 1,000 members are rather scattered through two or three different suburban areas: Palo Alto, Menlo Park, and Mountain View. They tried to open a coffee house and community center and had a \$10,000 donation to help finance such a venture, but no one would rent them any space.

Up to about this time (summer 1969) they had had very little trouble. Their offices were searched from time to time and some of their members were arrested on various drummed-up charges that were almost invariably later dropped. Then someone broke into their office and wrote "Communist Swine" on their walls and destroyed a lot of property. Next someone threw a brick through the window, so they put in a special window. Then they were bombed and that sort of made a mess. They later found another bomb on their backstairs while several children were playing in the area so they began all-night guard duty. At this same time other liberal to left-wing places were getting bombed as well. The Palo Alto police wouldn't do anything. Finally a city councillor of Palo Alto was bombed because he was teaching a course at the Free U on city government. Ironically, his course was designed to inform people that the best way to influence change was through normal channels of voting and petitioning and not through demonstrating.



PHOTO: FROM THE MFU FALL 1969 CATALOG

After he was bombed the Palo Alto police still wouldn't do anything but the Menlo Park police acted. When the terrorists were all gathered up they turned out to be a religious bible group which called themselves Reborn Believers in Jesus Christ. They attacked anything which wasn't of their own fundamental beliefs as being communist or satan-inspired. The group included several members of the American Nazi Party and one owner of a munitions factory.

The Free U people look at it this way. "We stand for change and change is the most threatening thing to a lot of people in America. People are so locked into their own thing that the minute they hear about something different ... they don't even look into it to see what it is, they just immediately react to it as a very severe threat."

Besides the courses, the MFU offers a great deal of other services. It has a full-time printshop with two full-time employees. In addition to printing the MFU course catalogue and newsletters, they print posters, leaflets, magazines, and newspapers for numerous outside organizations. For the last moratorium they printed over 150,000 leaflets. The MFU sponsors free concerts and assorted festivals in the

public parks. These haven't exactly endeared themselves to the city administration. The Nest itself provides several free services which include legal defense aid and bail services; housing, job and construction co-ops; abortion counselling and directional aid; draft counselling; how to start and operate your own free U (they have been instrumental in starting some 20 other free universities); and believe it or not a variety of religious ceremonies (marriages, baptisms, etc.) performed by resident ministers of the Universal Life Church. Some of their future projects include an experimental free high school.

It's all part of their basic beliefs: "Education is not merely a period of time and space, in which learning is expected to take place. It is a process, a continuum with no beginning or end, something which simply is. The Midpeninsula Free University is a high-flying vision, a modern translation of the Renaissance, a community, a family, a tribe in search of itself."

Further, they say, "that the most revolutionary thing we can do is think for ourselves and regain contact with our vital centers, that the natural state of man is ecstatic wonder; that we should not settle for less."

Mr. Steele is a third year Arts student at McGill.

PHILOSOPHERS PURSUE WILD BEASTS

Bertrand Russell Colloquium in Exact Philosophy initiated

A group of about twenty McGill, University of Montreal, and Sir George Williams philosophers have undertaken to continue the work of Bertrand Russell, the greatest of all exact philosophers in the fields of epistemology, semantics, and metaphysics. They have established a permanent colloquium which meets twice a month, each first and third Friday, at 3479 Peel Street, at 4:00 p.m.

Each session will feature the presentation and discussion of a paper by one of the members. The basis for consideration of each paper is that it ultimately will be submitted for publication in a scholarly journal.

The organizers hope that the Colloquium will attract community-wide participation. An interest in exact philosophy is the only requisite for attendance. For further information please contact Dr. Mario Bunge of the McGill Department of Philosophy.

The following is the text of the inaugural address given by Professor Bunge at the first meeting of the Colloquium on February 6th:

This is the first meeting of our colloquium on exact philosophy. The name chosen for the kind of philosophy we wish to evolve is admittedly provocative and presumptuous. We are all aware that exactness is a goal rather than an actual property of our way of philosophizing. Something similar is true of *liberté, égalité, fraternité*, and many another beautiful desideratum. All that matters is that we attempt to attain exactness by the deliberate use of logic and mathematics. We would like to catch, tame, and educate a number of wild beasts hiding in the conceptual jungle, such as meaning, truth, time, and casualty. We shall not succeed in the enterprise if we remain on the level of ordinary knowledge: we need some bits of scientific knowledge in addition to some exact tools. Which is just as well if we regard ourselves as philosophers—lovers of wisdom—rather than as agnostics or just sophists.

We want to be in the line of Spinoza, Leibniz, Bolzano, and Russell: we wish to philosophize *more geometrico* rather than *more vulgare*, or, even worse, *more obscuro*. We would like to

continue the work of Bertrand Russell, the greatest of all exact philosophers, in the fields of epistemology, semantics, and metaphysics. This does not mean that we share every one or even most of his views: it means we admire his way of posing problems and going about solving them: we admire his method even if we may be critical of his presuppositions and his results. May our modest work constitute a practical homage to that exemplary man, who managed to combine exact philosophy with a deep concern for the miseries of man and who, instead of sitting back and deploring them, approached them in a scientific way and denounced them with gallantry. May we become worthy followers—that is, critical disciples—of the greatest philosopher of our century. In this hope I propose to call our seminar the Bertrand Russell Colloquium in Exact Philosophy. By starting our colloquium on the very week of Russell's death we should reinforce our hope for the continuity of the effort to understand things through reason rather than through unreason.

PREPARATION FOR TEACHING

CENTRE FOR LEARNING AND DEVELOPMENT

Members of the university community have been concerned for many years with the problem of preparing graduate students who plan to take on future roles as university instructors. Perhaps their expertise in university teaching can and should be developed through a proper training program in graduate school. As a model we would like to present the training sequence used at the University of Michigan. The following presentation is abstracted from the October 1969 Newsletter of the Centre for Research on Learning and Teaching (University of Michigan).

The learning model for teacher training

The model for the U-M training program rests on a concept of teaching that puts the student at the center of the learning process: the goal of any educational endeavor is to develop the student's knowledge, skills, values, and perceptions; therefore, the teacher's primary focus should be not on what he does, but rather on how and what his students learn.

Methods of teaching cannot be evaluated independent of their impact on students; they are important only insofar as they help the teacher achieve the goals he sets for his class. These goals direct his approach to teaching and should be formulated not on the basis of the question "how shall I organize my lecture on topic A," but rather in response to the question "what do I want my students to learn from or about topic A."

The learning model has far-reaching implications for a program designed to prepare teachers. The training process should first help

the beginning teacher develop a rationale for decisions about course content and its hierarchical organization. In short, a teacher training program must focus on those conditions over which the teacher has some control and which influence the academic progress of students.

These conditions vary in detail from teacher to teacher and from department to department, but there remains nevertheless a number of significant features that are characteristic of college teaching in nearly every content area.

Graduate students fresh out of successful four-year college careers are often asked to assume teaching responsibilities with little orientation and even less practice. To ease the transition from student to teacher, the participating graduate student in the U-M program starts out as a Level I, or apprentice, college teacher. Departments are committed to allowing their new teaching fellows to participate in workshops, discussion sessions, and apprentice teaching in exchange for financial support for student stipends.

The trainee receives advice and guidance from an experienced teaching fellow either before he begins his own teaching or as he conducts his sections. He frequently observes experienced teachers during his traineeship, and conducts a recitation or discussion section or a laboratory for periods varying from three weeks to a full term. In three of the five departments, the trainee and his supervisor hold "feedback conferences" following the trainee's teaching sessions in which the supervisor comments on the trainee's teaching performance and they discuss questions stemming from the teaching experience.

In most of the departments, Instructors and Level I trainees hold weekly group discussion sessions to hash out common problems and go over content and procedures for the coming week.

After one or two semesters of apprentice teaching, the trainee graduates to his own course or section, still under some guidance, but with considerable latitude in his teaching practices. He is now at Level II which corresponds to the usual teaching fellow category and, as such, is completely supported by the department's instructional budget.

The Level III teaching fellow is generally called an Instructor. Instructors are carefully selected from the teaching fellow pool on the basis of their interest in college teaching as a career and their record as teaching fellows. The Instructors serve as mentors for new trainees and as liaison between the training program and the faculty coordinators within each department.

During this phase of the program the graduate teaching fellow is forced to examine and to develop further his own teaching style and his whole philosophy of teaching as he fields questions from beginning teachers and serves as their guide to good teaching. Each Instructor works with between two and four trainees. These experienced teaching fellows essentially replace the regular faculty supervisors and are wholly supported by the program. The experience to date indicates that the Level III Instructor can provide adequate supervision, which is the single most helpful element in the orientation and preparation of the beginning college teacher. These young men and women

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identify with their disciplines, they care about teaching and are close enough to their own undergraduate years to know and to appreciate the interests and the attitudes and values of college students.

Using the experienced graduate students to supervise Level I trainees has had advantages. Because trainees consider the Instructor as a peer, the Instructor poses less of a threat to them than would a faculty member and is able to develop a good rapport with his trainees. Instructors are by definition committed to teaching and therefore devote special time and effort to helping trainees. The Instructors furthermore are usually closer to the students—to their needs and their ways of thinking—if for no other reason than that they themselves are still students.

Instructors tend to develop some role conflicts in their supervisory capacity. In the eyes of department faculty they remain graduate students and teaching fellows despite the fact that they often function as full-fledged faculty members (in history, botany, and psychology, the Level III Instructor participates in department meetings). In the eyes of the trainees, however, they are peers with an indeterminate status between student and professor, accessible and knowledgeable on the problems of teaching and student behavior as well as in their subject areas.

Departments have developed their own patterns for training teaching fellows and have devised procedures appropriate to the particu-

lar needs and demands of the departments and the subject matter being taught.

The botany department, for example, conducts a "pre-session" before the opening of the fall term during which teaching fellows discuss the departmental structure and resources; the conceptual framework of the course (which features and audio-tutorial laboratory); techniques of teaching; lesson planning, and the use of equipment. This year the pre-sessions were reduced from four days to one-and-one-half, but weekly three-hour "prep sessions" during the term deal with specific topics related to teaching.

In the history department, the Level I trainees engage in six hours of actual classroom teaching during their initial semester. With the advice of the Instructor the trainee draws up lesson plans and then teaches this content material to two different classes on successive days. In this way, the trainee can revise his lesson plans as well as his teaching methods on the basis of his first performance. This procedure also enables the Instructor to be more explicit in his comments as he talks with the trainee.

In the physics department the trainee used to give a procedural orientation (about ten minutes) for each lab session; this performance was videotaped and subsequently played back and commented on by the trainee's peers and the faculty coordinator (physics has not had any Level III Instructors). This year trainees present videotaped micro-lectures for playback and critique by peers.

Videotaping is voluntary and is usually repeated four or five times per term. In addition, a brief laboratory evaluation form has been devised for completion by the trainee at the end of each lab period. The form asks for "suggestions for improvement of the experiment," and "advice for future users of this experiment" and asks the trainee to specify frequent questions asked by students, sources of student difficulty, etc. These forms are placed on file and can be consulted by other trainees.

The knotty problem of how to judge the effectiveness of training programs, not to mention the quality of the instruction they support, is only beginning to be studied. Evaluation really lies in the future, in the collection of empirical data, not solely in terms of how students feel or what the faculty hope has happened. It is one thing to ask an Instructor to define his objectives for his students' performance on the final exam, for instance. But perhaps even more is what happens to a student after the exam, after he leaves the course for other fields of study or graduates as an "educated" man.

Two years of working with departments has borne out our confidence in the competence of the teaching fellow. Universities should feel no more need to apologize for the quality of the teaching fellow's instruction than for the quality of the teaching faculty as a whole. The distinction lies not in rank but in the university's answer to the recurring question: what are the dimensions of good teaching, Ph.D. or not?

SENATE REPORT

by HARVEY MAYNE

Senate met at 2:40 p.m. to conduct important academic business. Mr. Shapiro moved, seconded by Mr. Chinloy, that Mr. Peter Foster, a graduate of McGill University, be admitted as a spectator to the meeting. Professor Yaffe then rose to suggest that if things had changed to the better in Senate recently, that was mainly because Mr. Foster was not there. Mr. Foster had held Senate to ridicule, had not paid his fees, and did not attend his classes—as such, he was not a *bona fide* student. Mr. Shapiro answered that "we should not be ashamed of what we're doing here, and we should allow Mr. Foster to see how Senate is progressing." Professor Yaffe said it was not a question of hiding anything. Vice-Dean Gordon remarked that, as a graduate, Mr. Foster was a member of the university. Vice-Principal (Academic) Oliver suggested that the whole matter might be sent to the Steering Committee for review. He would, however, vote against, finding it difficult to set precedents. Vice-Dean Hitschfeld contributed his own comments by pointing out that "Mr. Shapiro is holding us up to ridicule by having us debate this." Senate then defeated Mr. Shapiro's motion by a vote of 15 to 8.

Concerning the alleged breach of confidentiality which was broached at the 26 November 1969 meeting of Senate, the Principal reported that any breach of confidentiality in the proceedings of the Committee to Nominate a Vice-Principal (Professional Affairs) was clearly inadvertent. Mr. Shapiro asked that the matter be reopened but the Principal's suggestion passed with four votes against.

With respect to Mr. Grey's motion to (1) abolish compulsory retirement and (2) (if number 1 is not passed) to abolish the categorical prohibition of the extension of the working period beyond the age of seventy, Senate agreed to the following report of the Sitting Committee on Retirements:

a) The Committee does not support Mr. Grey's first motion which calls for the abolition of compulsory retirement. It is our impression that a retirement age provides a convenient point for impartial re-examination and revaluation. If such a point did not exist, it would be necessary for the departmental chairman (or other administrator) to make a decision as to continued competence on a yearly basis. This appears to us as less desirable and less gentle than the present procedure by which the Faculty member is presumed to wish to stay on unless he notifies the Administration to the contrary, and is then considered by a committee of his peers.

b) On the other hand, the Committee supports Mr. Grey's alternative recommendation which would remove the present categorical prohibition of re-appointment beyond age 70. At present our Committee can recommend re-appointment to age 68, and we understand that this may be extended on a yearly basis by mutual agreement from age 68 to age 70. In practice, such extensions are often made on a less than full-time basis. Because of the very wide range of vigour and energy found in people age 70, our Committee sees no particular value in imposing an arbitrary cut-off at that age. We therefore would support continuation of the

present procedures but with removal of the limit of age 70 for yearly re-appointment.

A short debate took place prior to passage of this report. Mr. Shapiro asked whether there might not be pressure to allow a professor "to continue, continue, and continue. Is the university going to be able to get rid of its dead wood?" "You are including the category of dead wood from ages 18 to 21, too, I assume," said Professor Yaffe. Mr. Grey said it was not so much a question of efficiency as of other values. He said the present regulations were "unfair and inhumane. Just because it was an injustice to allow judges to stay on at the age of 95, when they were sleeping in court, does not mean we have to go to the other extreme." Dean Macgregor brought in the question of finances. He pointed out that the longer an academic was kept after the age of 65, the longer younger men would have to wait for their turn. "In my faculty [Medicine]," he said, "there are few people at this age who are doing driving jobs." Professor Yaffe said the Dean was misinterpreting the intent of the Report. "It would not be necessary to keep someone after the age of 65, but men in other faculties could indeed be kept if it was felt they were making valuable contributions," he said. Vice-Principal Oliver suggested that a more rigorous check than was proposed was needed. The faculties as well as the departments, and even the Principal, might be consulted in these cases. He moved, seconded by Professor Goldschmid, that the matter be referred back to committee. Mr. Grey pointed out that if the vice-principal wanted a more rigorous check, he should move

it right now. "We do not want to have this report buried in a committee," he said. "In any case, how can the general university interest be different from that of the faculties? The criterion for competency should be that a person is able to teach well and serve the interests of the community. The phenomenon of blind young men pushing old men out is an ugly manifestation of our aggressive age. We must have the heart to apply justice." The Oliver amendment was then defeated, and the Report's recommendations carried. The agenda of the meeting was then passed.

Mr. Portner asked if the Secretary had received a letter of resignation from student senator Sheldon B. Ungar. The Secretary replied in the affirmative, and Mr. Portner moved that Senate urge the Students' Society to hold elections to fill the vacant seat at the general executive elections on March 4. This motion was passed, and, for good measure, Senate passed the agenda once again.

Mr. Shapiro, seconded by Governor Portner, moved the following amendment to the University Statutes:

MOVED, that Senate recommends to the Board of Governors that the Statutes of the University be amended so that, in the matter of the selection of a Principal and Vice-Chancellor of the University, the Board of Governors and Senate shall have joint jurisdiction; that is, both bodies must approve a candidate before he or she can assume this office.

Specifically, Article I, Section 3, paragraph 4 should be amended to read: "It shall appoint with the prior approval of Senate, the Principal and such Vice-Principals as it may from time to time consider necessary..."

Mr. Portner said that if the person selected for Principal were a unanimous choice of the Selection Committee, "then, in good faith, Senate would not need to impose its will on the Committee's." A debate then took place as to Senate's jurisdiction over the Committee, and whether in fact Senate could dictate its will even to its own representatives on the committee. It was finally agreed to table the motion until such time as the Committee reports on its procedures which are still in question. Several senators, including Mr. Goldstein, pointed out that the Principal Selection Committee was not, in fact, a university committee, in that it did not represent all sectors of the university. "The students have no confidence in the committee, and we therefore have no representatives," he said.

Mr. Grey then gave a short report on the status of the McGill Students' Society Constitution. The Students' Society had requested the services of a lawyer to comment on the legality of the amendments passed last spring in a university-wide referendum. The lawyers concluded that that not only had the 1969 amendments not been legal, but that amendments in 1965 and 1968 were similarly invalid. "In order to clean up this mess," Mr. Grey said, "Mr. Gordon, our lawyer, who incidentally was President of the Students' Society when the whole mess began, advised us to start from scratch. Therefore, we are now asking Senate to pass the amendments approved by an open meeting of the Students' Society on February 18, 1964. After this point, we will try to construct a new constitution which could be ready in about a year." Professor Lloyd asked Mr. Grey to assure Senate that he was not, in fact, creating a legal case for himself in five years (Cries of ha! ha! from Senators). Mr. Grey is a student in the Faculty of Law. Senate agreed to Mr. Grey's motion, with one dissenting vote on the part

of Mr. Shapiro, the Students' Society's Vice-President (External Affairs).

Warden Maître, seconded by Mr. Hartmann, moved the following:

Be it resolved that Senate propose to the Students' Society of McGill University through its Executive that a referendum be conducted as soon as possible and in the future regularly at two-year intervals, dealing with the question of membership in the Students' Society.

The proposed referendum is to offer to students registered at McGill University the alternatives of compulsory or voluntary membership in order to determine—by means of the referendum's results—the desirability of the present Students' Society.

In support of his motion, the Warden said that he had in his possession a petition containing at least 1,000 signatures from students who asked that membership in the Students' Society be non-compulsory. Professor Maître said he would like to offer the students of McGill a choice.

An argument then took place on whether the Warden's motion was, in fact, under the jurisdiction of Senate, which resulted in a decision by the Principal that this was in fact within the realm of Senate. At about 4:00 p.m., one member of Senate fell asleep in the back row.

Professor Maître contended that if the Students' Society was an autonomous organization, then its membership should be voluntary. The Students' Society should not be afraid of a referendum. Mr. Shapiro contended that the upshot of the Maître motion would be "to destroy the university. Perhaps the purpose is to destroy the prospects of choosing student representatives to Senate committee..." Dr. Maître has, up to now, always agreed that the university is not democratic. In keeping with his present democratic position, I do not see why male resident students at McConnell Hall should not choose whether they are to be controlled by decisions of Dr. Maître."

Mr. Grey accused Dr. Maître of wanting "to subsidize apathy—this would be playing into the hands of those wanting to destroy the university." Governor Portner pointed out that there were three points against the Warden's motion: "In the first place, it is premature, as we hope that the Committee on the Continuing Review of University Government will be delving into the nature of student government... In the second place, Article 10, Section 3 of the Students' Society Constitution establishes that 300 students may call for an open meeting. Dr. Maître says he has 1,000 signatures. If these students were so apathetic that they could not go through the usual procedures of calling an open meeting, I won't provide them with the means they're not interested in." On a matter of privilege, Mr. Portner also expressed deep regret on remarks made by student senator Hartman in favour of the Maître motion. Mr. Portner said he felt personally insulted by Mr. Hartmann "who had sought a seat on Senate as a representative of the McGill Students' Society," and he said there was a possibility of Mr. Hartmann's acting in bad faith in using his position of representative of the students to denigrate their status (cries of Shame! from some Senators). Mr. Hartman replied that he was a member of the McGill Students' Society through no choice of his own. "I ran as a student of McGill, which carries this undesirable factor."

Professor Yaffe said that Mr. Portner should be admonished. Mr. Goldstein remarked that "the evolution of an active student body posing

questions is healthy, and we should not close our eyes to this," and he added that he had been seeing Deans and Vice-Principals "coming to the aid of Mr. Hartmann..." Dr. Oliver interjected, "Which Vice-Principal?" Mr. Hartmann interjected, "I resent these attacks by incompetent fools." Vice-President of the Students' Society Shapiro rose to protest, and Mr. Hartmann added, "I don't include you in that remark, Mr. Shapiro."

Dr. Bates said he thought the Maître motion was destructive of the fabric of university government. Dr. Maître said he was disconcerted about Dr. Bates' contention that his motion was destructive. He strongly urged Senate to support "this motherhood resolution." The motion was defeated with three votes in favour.

Professor Yaffe, seconded by Vice-Dean Gordon, then moved "That the Nominating Committee propose to Senate an Ad Hoc Committee to consider the role of the Academic Policy Committee vis à vis the existing faculties."

This motion was eventually defeated 22-15, but not after a half-hour debate on the role of the Academic Policy Committee. Professor Yaffe said that "some Arts and Science faculty members are disturbed about the role taken by the APC... I am strongly critical of the APC when it spends its time nit-picking... Under the impetus of the present Vice-Principal Academic, the APC has probably gone too far. We must preserve the role of the faculties, and this role should not be taken over by the APC. Dr. Yaffe said that Senate's regulations on the APC to initiate action came at a time when the committee was "an impotent body and needed an impetus... There is a need for an appeal body, for example, when a professor brings up something to faculty, and the faculty disagrees with his proposals. Our motion is not intended to be mischievous, but as a genuine examination of the Committee."

Dr. Oliver, as Chairman of the APC, read out the terms of reference of the Academic Policy Committee, and said there was little he could do since Professor Yaffe had not cited specific instances. He pointed out that the volume of activity of the APC had increased tremendously, and that the APC had to do more than wait for proposals from faculties, but had to take a look at the general university academic health.

Several members pointed out that the APC had grown considerably since 1962, and that with about 20 sub-committees attached to that Committee, it was time to have a thorough investigation. Chairman Gordon said that it should not have come as a surprise that he had seconded the motion since he had recently been "shocked by the arbitrary powers the APC possess." The question was whether the powers of the APC in context after eight years under new regulations are still valid. It was necessary to see whether better communications might not be necessary, and it was about time that Senate had an examination of the APC's functions. Professor Oliver reminded Senate of the context in which the APC was working. Students wanted a new look in the academic structure of the university. Senate had been enlarged, and with it, the Committee. It was also necessary to point out that the speed with which Senate has dealt with its business in the last 18 months was less than impressive. The large number of sub-committees was necessary because of serious matters which can not be dealt with one by one at the committee level without interminable debate. He cited examples such as the sub-committees on the credit system, on the twelve-month operation of the

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*Senate/*from page 11

universities, or inter-disciplinary studies, and on urban studies. Mechanisms were needed for scholars from different disciplines to meet, and bodies to report their findings. The vice-principal suggested that the APC might present an annual report to Senate, to help keep Senate in touch with the APC activities, and promised that the APC would conduct a thorough self-critical examination at its next meeting.

Senate then adjourned for fifteen minutes. When the recess was over Senate immediately passed the recommendations of the Committee on Student Discipline relative to the case of August and Hoffman. Professor Gordon asked whether the letter informing the two alleged culprits of their punishment would have arrived in time for them to appeal to Senate for its February 25 meeting. Professor Orvig said it was understood that his letter had been received by both students. The letters were sent to an address on Jeanne Mance Street in Montréal at the same time as Mr. August was reported to be in Chicoutimi.

Senate then invited Professor Leon St. Pierre to speak as Chairman of the Committee on Rights and Responsibilities. Professor St. Pierre explained how several sub-committees representing all sectors of the university had done

a great deal of work in preparing the final report which appeared in the *McGill Reporter* of 23 February 1970. He suggested that the document recognized the presence of grievances and suggest a procedure for handling them. The Students' Society and MAUT would have an option through a sub-committee of the Discipline Committee to institute charges, should they so desire. A motion by Mr. Henry to table for a month was then passed. The university community will have two weeks to submit comments to the Committee on Rights and Responsibilities, thereby allowing the Committee two weeks for consideration of these comments.

Professor Webster, Director of the Centre for Continuing Education, then presented the report of the Senate Committee on Continuing education. The report recommends the replacement of the present Senate Committee by a smaller one for greater efficiency, the establishment of an Advisory Committee for Continuing Education to provide a forum for the expression of the views of all interested groups including the outside community, and the establishment of an Executive Committee in Continuing Education to deal with the day-to-day business of the Centre.

Mr. Shapiro pointed out that full-time students at McGill were interested in all aspects of university business including the Centre for Continuing Education. He moved, seconded by President Grey, that three full-time students be added to the composition of the Committee. Professor Gordon stressed the need of keeping the size of the Senate Committee down to a reasonable number, and suggested that students be added instead to the large Advisory Council. The Shapiro amendment was then defeated with two members in favour. A similar amendment by Professor Pederson that one full-time student be added to the committee was later passed by a vote of 15 to 12.

Mr. Goldstein asked Director Webster whether "in exploring the role of the Centre, you are envisaging opening the aspect of granting credit to the courses in the centre." Mr. Webster said he was personally in favour of this, but credit courses would automatically fall under the jurisdiction of the faculties.

A motion to add three full-time students to the Advisory Council was then carried with cries of "Hurrah! Tokenism at last!" on the part of some senators.

MEETING OF THE FACULTY OF ARTS AND SCIENCE:

45 minutes out of 180

by HARVEY MAYNE

Overview

Rumour has it that the last meeting of the Arts and Science Faculty on February 24 in the plush atmosphere of Moot Court was a prelude to a series of rehearsals for the Dominion Drama Festival. Several observers have suggested that the next meeting be held on stage in Moyse Hall and that admission be charged.

If the theme of last Tuesday's performance could be summarized in one word that would be: zero. The most important, in fact the only decision the Faculty arrived at was a proposal to table consideration of the Report of the Curriculum Review Commission. That crucial decision took place at 4:45 p.m., about one half-hour after the meeting had officially begun. Fifteen minutes after this vote took place, the meeting lost its quorum. Nevertheless, discussion took place on the role of Faculty vis-à-vis CEGEPs until about 6:10 p.m. Earlier, from about 3:00 p.m. until the meeting officially opened with a quorum, members discussed the CRC Report informally.

Although only 45 minutes of the three-hour meeting was deemed to be official, the unofficial parts of the meeting were also being recorded here.

Clearly, Faculty members expressed very valuable suggestions regarding the items on the agenda. The debates which took place on the CRC Report and CEGEP were generally quite informative. However, childish behaviour on the part of some members and the Faculty's inability to reach a decision overshadowed the good aspects of the meeting. It is no wonder then that several disgusted professors huffed out of Moot Court after the motion to table the CRC Report was passed. Ninety minutes of discussion had taken place before this deferral motion was passed, 90 minutes wasted. One member suggested later that if the Faculty

had done its duty and voted on the CRC proposals, it would have been in a much better position to discuss the CEGEPs during the second half of the meeting. Obviously not many of his colleagues shared the perspective. In the end they will be the ones who will suffer. The university community won't wait years until the faculty finally decides to do something.

Vice-Dean Gordon, Chairman of the CRC made some gallant efforts to have his summary recommendations passed, all to no avail. Professor Gordon's contributions to university affairs are outstanding. His reports (he is also chairman of the Committee on the Twelve Month Operation of the University, whose final report appeared in last week's *Reporter*) are probably some of the clearest documents ever to appear from a McGill Committee. He has conducted meetings of Faculty with exceptional skill, and is one of the best speakers in Faculty on Senate. Professor Gordon adopts a clear-cut approach towards the solution of problems which other academics could do well to emulate. The superficialities and gobbledygook which overload many of his colleagues' speeches are absent in his own. His remarks are always relevant to the issues at hand. There is thus more reason for Faculty members to regret their non-action and to regret their antics—playful or otherwise.

Professor Laurier Lapierre for example was very rudely interrupted in the midst of delivering an eloquent speech on the necessity of having a truly democratic educational system in Québec.

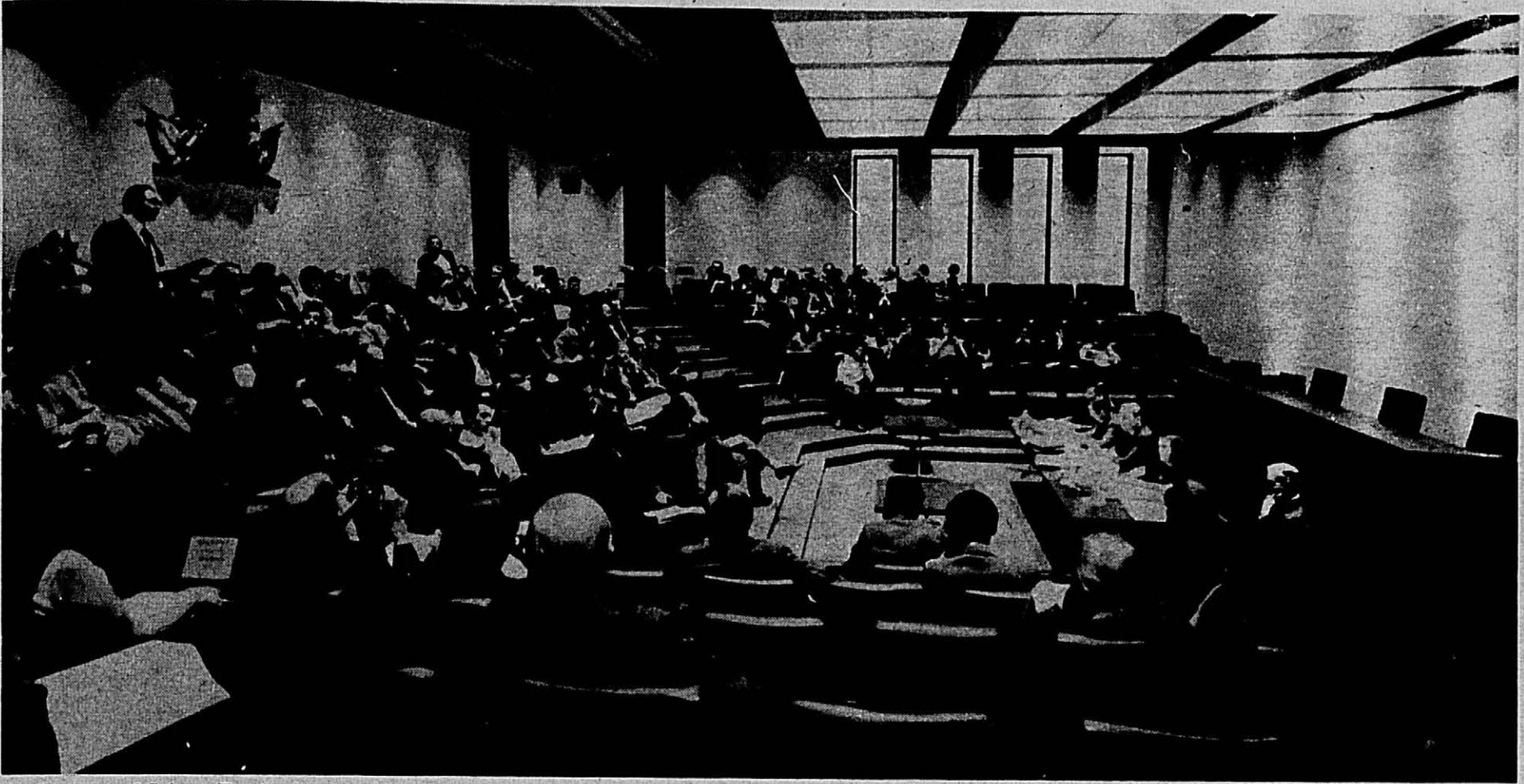
The interrupter proved to be none other than Professor Hitschfeld who pleaded, "Can we hear someone else?" It is strange to hear complaints about biased reportage of meetings when those making the complaints are in fact most responsible for the bad image of these meetings.

Chronology

Faculty met at 3:22 p.m. in "unofficial" session because of a lack of quorum. Vice-Dean Gordon seized the Chair in the absence of Dean Stansbury. Faculty then decided to do some talking on the proposals of the Curriculum Review Commission chaired by Professor Gordon. A summary of recommendations from the report had been sent to faculty members prior to the meeting. These, Professor Gordon felt, were the ones that faculty should pass first, in order to allow for certain basic changes to take place in the present curriculum.

Most discussion revolved around the following recommendation: That all general students choose a program which will be approved by an advisor and which will cover 3/5 of the work leading to a degree. The effect of this would be to give general students the opportunity of benefiting from a coherent program of courses during their stay at the university. "We did not feel," said Dr. Gordon, "That the present system of cognate courses necessarily formed a proper sequence. Programs for individual students have to be worked out in considerable detail in order to be academically sound." Students would now follow programs which will "straddle" all fields. "Thus, it is conceivable," asserted Professor Gordon, "that a student who saw some relationship between Chemistry and Modern Greek will now have the opportunity of persuading his advisor to allow him to follow such a program if it is a sound one."

The student members of the faculty were concerned about the role of the advisor in the selection of programs. Professor Gordon stressed that the right of appeal from the advisor would always be guaranteed, and that a student would have every opportunity to support a program which he feels suits him individually. The Commission felt the position of advisor



At the Arts and Science Faculty meeting, Moot Court. would be a guarantee against a non-serious student taking a string of first year-courses rather than a series of courses as some cogent whole. The advisor was also crucially important as a guidance counsellor for students who up to now have received almost no individual attention from professors. To quote from page 9 of the Report: "One of the saddest failures of our existing curriculum is the homelessness of the general student. We have all met with the student who in his last year at McGill confesses that he has never had a personal talk with a professor and has been lost in large impersonal classes where he feels no one cared about his progress or career. Honours students and, to a somewhat lesser extent, majors students are involved and at a greater or lesser extent concerned with their department. Can we not similarly involve all students?"

Discussion also took place over another recommendation of the report: that students, especially good students, be allowed to accelerate by using summer credits or by carrying a higher than normal course load but that a student spend at least four semesters at McGill to qualify for a degree. Director LaPierre said he was worried about the implications of this recommendation. "Who determines the goodness of the student?" he asked, "and who allows them to accelerate? If we accept the credit system at its fullest potential, then we accept that a student may advance as he chooses. That is, a student here could go to B.C., and take enough courses to be recognized as credits here when he returned. The credit system liberates the student to work at his own speed, and according to his own priorities, but I fear that the last recommendation would eliminate the liberation aspect."

Professor Gordon disagreed. "Many students," he said, "would try to take more than five courses, and they might succeed to pass, but would get less out of these courses in the end." Professor Yaffe said that he "was not sure what we're doing. Students from the CEGEPs come to McGill from so many optional routes that it is conceivable they could come with a minimum of prerequisites." He continued, "it would be a disservice to such students and silly to make a hard and fast rule of 3/5 approved courses."

Professor Gordon said that there was no intention of limiting the amount of 3/5. Dr. Donderi later objected to this, pointing out that there was a need to safeguard against a system where almost all of the students courses would need to be approved. However he stressed the need of an advisor by pointing out that the general student "needs the application of someone's intelligence to help him choose a program. In this context, the advisor and student must get together."

At 4:12 p.m. Dean Stansbury and Vice-Principal Oliver arrived at Moot Court. Dr. Stansbury was summarily ushered to the Chair where he officially opened the meeting which he had finally achieved a quorum over one hour late. Vice-Dean Trentman seconded by Vice-Dean Vogel then moved that the meeting revert back to the original part of the agenda which dealt with the question of CEGEPs. Professor Hitschfeld and others objected, pointing out that the faculty had already spent at least one hour on the CRC report, and should come to some decision. The Trentman motion was then defeated 46-32 with many abstentions. Vice-Dean Gordon the officially moved the first recommendation listed above. Professor Vogel objected to "being asked to vote on something in the middle of the Report. Many things hang together in this Report, and I would like to see the report discussed as a whole rather than chopping down the recommendations, and discussing them one by one."

Professor Gordon explained that the summary of recommendations was proposed because "a general concept would be needed now so that people can start suggesting possible programs." Professor Bates opined that some paragraphs in the Report were "extremely badly worded," and that some of the recommendations proposed were inconsistent with other parts of the Report. "Perhaps we need to redraft the Report," he said. Professor Bates also suggested that consideration of the Report might wait till faculty decided on the Report of the Committee on the Constitution and Structure of the Faculty of Arts and Science.

Professor Hitschfeld expressed his impatience with this proposal and said that to refer the Report back to the Commission would mean that Faculty would have to wait until the

Structure Report was decided, "which would require an enormous task in the end. Let us resolve this issue here and now," he said. A motion to refer the Report was then defeated while a motion to table passed. In protest over this delaying action, several members of faculty angrily left their seats and walked out of the meeting.

Faculty then moved to consideration to two motions on CEGEPs moved by Professor Weldon and Deutsch. The motions read respectively:

Proposal to Maintain Four Years of Instruction in Arts and Science

Having in mind the special need to use the resources of McGill efficiently during these years of transition to a collegial system in Quebec, and noting also that the opportunity to use our resources efficiently must soon disappear, the Faculty of Arts and Science asks the University

(a) to accept that during the transition to a collegial system there should continue to be only four years of instruction offered within the Faculty, the first of the four being a "freshman" year that is an alternative to the CEGEP route to the three upper years, and the three upper years being now and for the future the three years of the new university program,

(b) to entrust the Faculty to plan the three years, especially the first of the three, so that students from the true CEGEPs (and from collegial equivalent programs) as well as students from McGill's transitional "freshman" year, will have programs at a university level in proper sequence to their preparatory work, and

(c) to allow the Faculty, where it seems desirable, to introduce supplementary summer courses to offset any disadvantage students who are to enter the upper three years from the "freshman" program, instead of from the complete CEGEPs program, would otherwise suffer.

—J. C. Weldon

Resolved, that McGill University establish, no later than in 1971-72, an accelerated CEGEP equivalent program on the down-town campus.

—A. Deutsch

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A and S Faculty/ from page 13

Professor Oliver was invited to speak and report progress of Senatè's special committee on CEGEPs and related problems. He said he was unable to divulge the current thinking of the committee until its reports were submitted to Senate. He was however able to discuss information provided by the Deputy Associate Minister of Education, M. Beauchemin, who had been in consultation with the committee. "First of all," said Dr. Oliver, "there has been something of a crisis in regard to graduates from English-language high schools. But the information we have received makes it clear there will be no pressure on the university to take a larger amount of students into the College Equivalent Program than was originally planned. Because of some new factors, such as the alteration of College Basile Moreau in St. Laurent as an English-language CEGEP, there will be adequate places." However, Dr. Oliver continued, the pressure on the university to continue to the CEGEP was not great. The government was as reluctant as the university to stop the phasing-out process.

Professor Weldon in his address pointed out that the two motions above definitely related to each other, so perhaps one might speak on both. He said that the evidence points to the fact that "the optimist hopes of a year ago had not been realized." He said McGill must be used as a university and not as an experimental CEGEP-equivalent. "there is nothing in the mish-mash of programs thus far planned for the CEGEP which indicate I am mistaken in this regard." If his proposal were implemented, it would be clear that the university had three years, and would therefore maintain parity of status with other universities such as Laval and the Université de Montréal. Professor Deutsch's motion differed from Professor Weldon's only in that it had no further year to wait for implementation of the Weldon suggestions. In the Weldon suggestion, there could be two routes into the university year one—from CEGEPs and from a single pre-university year on the McGill campus itself.

Professor LaPierre then objected to double routes to university. He said there should be no difference between Québec English and Québec French students' accessibility to the university. "Before the Parent Commission, entrance tended to be to an elitist university. But the Parent Commission created access for all. Entrance to university must more and more be through CEGEPs. Anything else would repeat the pre-1960 situation of social chaos."

It was at this point that Professor Hitschfeld rudely interrupted Dr. LaPierre. A heated exchange then took place between the two. Immediately after, it was discovered that the meeting no longer had a quorum, but members decided to continue discussing the issues.

Professor Deutsch spoke to his amendment which would have McGill establish a CEGEP-equivalent accelerated program on the downtown campus no later than 1971-72. This would allow students to proceed to U.1 after the calendar year after Grade 11 with the understanding that some summer work might have to be completed. Professor Deutsch's motion would allow student to enter U.1 automatically from the accelerated course. He pointed out the present injustices where students in the CEGEP at McGill would have to reapply to McGill after E2 and where Québec students could short circuit their career at the university by going to an Ontario university after Grade 11 or by attending E1 and then enrolling in an Ontario University for only three more years. He stressed that this was only possible for those students whose parents could afford to send them out of town. "Because of the need for social equity, this situation must be reformed . . . We have to put forward not a phony substitute for two years of CEGEP, but an honest program," he said.

President David Blitz spoke against the motion amendment. He said the purpose of it would be to withhold McGill from the educational system. "We made a commitment a year back. It would be not fair to require students at McGill to package two years into one."

Professor Boville pointed out that to talk of one or two years was unimaginative in view of the recommendations of the Gordon Report (CRC).

Professor Oliver stressed that the University would be unable to see all the Weldon suggestions as good ideas. "The university has not the complete freedom to do as it chooses with CEGEP. If we establish a four-year program (one year to be "pre-university," the last three to be "university years"), the government might just assume that the first two years were college years and finance the university on that basis. It is inconceivable that the government would admit that McGill could do in four years what the rest of the universities had to do in five years." Professor Oliver gave an example of the government's current wise thinking: he said he knew of a chairman of a department who had been told that an M.A. in a certain program given at McGill was less valuable than the M.A. given at Laval and the Université de Montréal because at the latter universities, students spent two years to receive their degree.

Professor Weldon argued that his proposal should be discussed on its merits and not whether it might be sold as a good idea. He was certain that McGill could explain its stand, and reason it out with the government. Dr. Oliver objected: "We could go to Jean-Guy Cardinal tomorrow and tell him to introduce the teaching of English in last year grade school, calmly, and we might well be right, but it would not help." Then, because of the lack of quorum, it was decided to take a straw vote to determine the opinion of the members present. The Deutsch amendment was overwhelmingly voted down, while the Weldon main motion was defeated 37 to 15 with 8 abstentions. The meeting adjourned at 6:11 p.m. with nothing ventured, nothing done.

FEEDBACK

FEEDBACK WELCOMES OPINION FROM ITS READERS, ON AND OFF CAMPUS. LETTERS SHOULD BE SHORT, MAXIMUM OF 500 WORDS.

MERI Demagoguery

I deny Professor D.R. Aronson's charge (*Reporter*, February 23) that the McGill Senate, at its February 11th meeting, voted to "help the mine owners colonize the Canadian north and crush the lives and spirits of the Indians and Eskimos there." What the Senate did vote was support of the Mineral Exploration Research Institute (MERI) on the understanding that McGill will be able to exercise its influence to promote in mining circles an awareness and concern about life and culture of the inhabitants of the Canadian north, and to require that the board directing MERI will have some social scientists on it. Everyone recognizes the important contribution that Professor Aronson's well-documented and thoughtful report and his speech on the Senate floor made to the formulation of this decision.

It is true Senate decided not to accept Professor Aronson's further proposal of turning MERI into a part mineral exploration and part anthropological enterprise. Good arguments were presented for and against this proposal, and then the senators made their individual judgments and voted. On balance, the senators preferred the idea of setting up separate, special

purpose, institutes for research in the physical and social aspects of life in the north, and decided against tacking on these important areas of research to MERI. Several senators with first-hand experience expressed deeply-felt sentiments of urgent concern about the life of the inhabitants of the north. It is grossly unjust of Professor Aronson to equate those sentiments with an intent to "crush the lives and spirits of the Indians and Eskimos there." His aims would be better served if he were to withdraw his charge, and devote his knowledge and energy to working with the Senate in a common cause.

Dalbir Bindra,
Department of Psychology

Dope, music, cities

It is my belief that when students and faculty buy pot they support the Mafia, because they give money to gangsters who are linked to the Mafia. It is also my belief that when students put money into jukeboxes they also help to support the Mafia which controls the jukebox companies (I know that this is true in the US and see no reason why this isn't true in Canada). If I am correct then students should spend a little less time criticizing their parents and more time criticizing themselves, since it is they as well as their parents who are helping to support the Mafia, and it is the Mafia which is helping to destroy any good left in our society.

One further point about students and their

holier-than-thou attitude and then I will be silent. Most students look down on politicians who run our cities (the only ones who don't look down on politicians are law students who realize that the only way they can get high-paying jobs is to have political influence). They know how moral they are in comparison to the politicians. Aren't politicians, however, doing more to help our cities than most college-educated people who are fleeing from our cities and then refusing to pay taxes to help our cities? One would assume that if they looked down upon politicians they would at least try to show that they could do a better job. God forbid! It would mean coming down from their ivory towers and might make them a little less holy.

Robert Feinstein
Ph.D.4

Curriculum Review

An imaginative effort is needed from all who are interested in the education of undergraduate students. The proposal of the Curriculum Review Commission that every student in the new three-year university take 3/5 of his work in an approved program requires the setting up of as many of these programs as possible. We ask your help *as an individual* in suggesting programs to us; these ideas need not have any approval since all programs will eventually have to be approved by proper authorities anyway.

Some departments might approve of prog-

rams consisting of *any* nine courses given within that department; other departments might want to formulate more cohesive programs with some greater or lesser degree of compulsory or semi-compulsory courses. We want to know. Then there are interdepartmental programs involving two or more departments; what combinations of departmental offerings would form programs?

The rules of this game are simple. (1) Programs will consist of *nine* courses. (2) These courses must form a coherent program (a possible test of coherency is whether the program can be given at title) and the danger of two half programs should be avoided. (3) Some courses may be compulsory and others chosen from a group of named courses. (4) Prerequisites for compulsory courses should be included within the program. (5) Entirely new courses should be proposed only with caution.

Can we set up programs in archaeology, penology, human ecology, the history and philosophy of science, arctic studies, Spanish American studies, urban studies, world drama, medical physics, the renaissance, etc.? If joint programs in, say, philosophy and fine arts or geography and economics are possible what are their themes? Which courses are relevant to each other?

We hope that this letter will stimulate a large number of replies. Enquiries can be made by calling 392-5079.

C.D. Gordon,
Chairman,

Curriculum Review Commission

NEWS BRIEFS

Report of the Committee on Rights and Responsibilities.

Senate, at its meeting of 25 February 1970, received the report of the Committee on Rights and Responsibilities. It was agreed at that meeting that this report should be tabled for a period of one month, so that comments or briefs on the report could be received from the various elements within the University community.

Any such groups or individuals wishing to comment on the report of the Committee on Rights and Responsibilities, which was circulated in the 23 February 1970 issue of the *McGill Reporter*, are invited to submit their comments in writing to the Committee through its Chairman, Professor L. E. St. Pierre (Department of Chemistry) preferably within the next two weeks.

Additional dates for ID card photographs

If you have staff who were unable to have their photograph taken during the crash program because of 'flu, etc., new times have been arranged as follows:

Place: Room 414, Administration Building

Date: March 1–March 31, 1970

Days: Monday, Wednesday, Friday

Time: 4 p.m.–5 p.m.

Your support of this program has been very encouraging.

McGill launches own enquiry into sex discrimination

At McGill, does your sex hold you back? If so, you now have an opportunity to tell all. A newly established Senate committee has launched a serious enquiry into "discrimination as to sex in the University."

The Committee, headed by law reformer Brian Grosman and Vice-Chairman Rose

Johnstone from the Department of Biochemistry, invites individuals and groups from all segments of the University community (faculty, students, administrators, librarians, secretarial staff, technicians, maintenance staff, etc.) to come forward with their views. Observations and allegations as to inequality of opportunity and treatment will be dealt with during regular open meetings. The next meeting of the Committee is this afternoon in Rm. 207 of Dawson Hall, at 2 p.m. The University community is also invited to submit briefs in writing. Topics may include admissions policy, salary scales, insurance schemes, promotions, etc., etc.

Membership in the Committee was determined by the Senate Nominating Committee. It includes the Principal (or his representative); the Warden of Royal Victoria College (or her representative); the President of the Students' Society; three students (yet to be named); and six faculty members: Shelia Goldbloom, Rose Johnstone, Helen Neilson, P. R. Wallace, H. J. Maitre, and Brian Grosman.

Overlooked entirely by the Nominating Committee are the approximately 2,000 non-academic female staff employed by the University. Presumably, the Committee itself has the power to add members, or at least suggest additional membership.

It was learned that the militant and controversial sociologist Marlene Dixon was considered for membership, but she was turned down by the Nominating Committee on the basis of her short association, hence unfamiliarity, with McGill. One can only speculate as to whether or not the Women's Liberation Front activist would have accepted membership on the Committee had she been approached. She was quoted in the *McGill Daily* (February 25) in response to the news of the formation of the Committee: "Investigating Committees which are set up by oppressive institutions such as McGill University can be guaranteed to whitewash." Nevertheless, the Committee still expresses the hope that Professor Dixon will present her views at one of its meetings.

Initiation of the Senate enquiry is credited to student Senator Julius Grey who is also the current president of the McGill Students' Society.

Stephen Leacock Centennial Humour contest for students

First Prize: \$1,000 and the Leacock Medal for Humour (college); *Second Prize:* \$500 and a Certificate of Wit; *Runners-up:* Five awards of \$100 each and Certificate of Wit.

To celebrate the 100th anniversary of the birth of Canada's greatest humourist, the above awards are offered to the students who write the best pieces of humorous prose in English or French on any subject.

Write 1,800 words or less on any theme you choose (it does not have to have anything to do with Stephen Leacock) and submit it before the DEADLINE, MARCH 31ST, 1970.

This contest has been established by the Stephen Leacock Centennial Committee and sponsored by Thomson Newspapers Limited to encourage and assist the development of young Canadian writers in the field of humour. Thomson Newspapers Limited publish the *Daily Packet and Times* in Orillia, Stephen Leacock's home town.

Entries should be typewritten double-spaced on one side of the paper. Your name and address and that of your college and the name of the head of your English department should be written on your manuscript.

Send your entries to Humour Contest, Ste-

phen Leacock Centennial Committee, 5 Binscarth Road, Toronto 5, Ontario. Entries must be postmarked not later than March 31, 1970.

All full-time students of universities, colleges, and polytechnics in Canada, at the undergraduate level, are eligible.

Sorry, manuscripts cannot be acknowledged or returned. Winners will be notified of the judges' decision by June 1970.

The Threepenny Opera

On the evening of 28th August 1928, *The Threepenny Opera* opened in Berlin. It was written by Bertolt Brecht and the music was composed by Kurt Weill. By the end of the evening, Brecht's, Weill's and the play's reputations had been established.

The audience had come expecting to see a flop, but by the end of the second scene, the audience was rioting with approval.

Though Brecht's views and theatre hardened, *The Threepenny Opera* has a human vigour and rational force that make it one of Brecht's greatest plays, and Weill's music remains as a milestone in the development of contemporary music.

The McGill Players are producing *The Threepenny Opera* from March 9th to March 14th at 8:30 p.m. in the Theatre, University Centre, 3480 McTavish Street. Guy Sprung is the director and Jay Birdson is the musical coordinator.

For this production, the theatre is a beer hall. Two free beers are included in the price of the ticket, \$2.00, and tickets are available in advance at the University Centre or at the door on the night of performance.

Arts and Science Students Wanted

Why: Annual Chest X-Ray

Where: Your Health Service, 517 Pine Ave.

When: 9 to 12 noon or 1 to 3:30 p.m.

Please report in accordance with this Schedule:

All week of March 2—Arts and Science I-II

All week of March 9—Arts and Science III-IV

Director of Administrative Services named

J. R. Ross O'Farrell will join McGill on March 9 as director of administrative services, reporting to the Vice-Principal (Administration) Robert F. Shaw. Under this arrangement, all administrative departments responsible to Mr. Shaw will report for finances through the Director of Finance, A. C. McColl and for all other administrative services through Mr. O'Farrell.

Mr. O'Farrell comes to McGill following his recent retirement from the Canadian Army with the rank of Lieutenant-Colonel. His whole Army career has been devoted to accounting, financing, management, and administration. In recent years he was directly concerned with the management and administrative problems connected with the integration of the armed forces.

He was born in Quebec City and holds a Bachelor of Commerce degree from Ottawa University.

Mr. O'Farrell will take over the duties of G. A. Grimson who plans to retire in a few months' time.

OLD DAYS

by STEVEN FREYGOOD

In the firm belief that the purpose of a university is to develop a man of sound reason and moral fibre, and that the student should keep his place, I decided to find out how our forebears met the problems of teaching and student discipline (the two cornerstones of education) at McGill. All the material contained herein was found in the McGill calendars of 1869-70 and 1870-71. Old rules, regulations, and codes make quaint reading, but I have little to show you but what you have already seen in the present rules governing attendance and conduct for Royal Victoria College, the Faculty of Arts, Medicine, Law, and Macdonald College. While all students were expected to be orderly, religious, and moral, it was strange to find that some were expected to be more religious, moral, and orderly than others.

Certainly the goodest of all were the student teachers at the McGill Normal School. At least they received free tuition, free transportation, and ready access to bursaries and scholarships, in exchange for a promise to teach for three years and strict adherence to a few simple regulations.

Each student had first to present an affidavit of good character from his clergyman and the university would see to the rest:

I. Pupil-teachers guilty of drunkenness, of frequenting taverns, of entering disorderly houses or gambling houses, of keeping company with disorderly persons, or of committing any act of immorality or insubordination shall be expelled.

II. There shall be no intercourse between the male and female pupil-teachers while in the school or when going to, or coming from it. Teachers of one sex are strictly prohibited from visiting those of the other.

III. Curfew at 9:30 p.m.

IV. They will be allowed to attend such lectures and public meetings only as may be considered by the principal conducive to their moral and mental development.

V. Boardinghouse landladies are encouraged to fink on the students.

VI. Pupil-teachers will be required to state with what religious denomination they are connected; and a list of the students connected with each will be furnished to one of the Ministers of such denomination resident in Montreal with a request that he will meet weekly with that portion of the pupil-teachers or otherwise provide for their religious instruction.

Every Thursday at 4 p.m. baby!

VII. . . . and services every Sunday!

Isn't that quaint? Now it seems that students taking a B.A. degree were constrained to be only slightly less upright:

I. While in the College or going to and from it students are expected to conduct themselves in the same orderly manner as in the classroom. Any professor observing improper conduct in the College building or grounds may admonish the student, and if necessary, report him to the Dean.

II. Every student is required to attend regularly the religious services of the denomination to which he belongs, and to maintain without as well as within the walls of the College, a good moral character.

Although the Faculty of Arts didn't offer the student religious instruction they were kind enough to put him in touch with a minister of his denomination. Old-fashioned, weren't they?

Law students were strictly enjoined to be strict in conduct and attendance, but one would gather from the regulations that Medical students were irreligious, immoral, and constantly frequented taverns, gambling houses, disorderly houses, constantly kept company with disorderly persons and frequently "had intercourse with members of the other sex." To judge by the class of '99, Medical students must have been a scurvy crew.

At least the various faculties had a much clearer idea than we do of the purpose of a university education. They aimed to produce a man of sound moral character and logical reasoning. The debate on professional schools of science was yet to come.

In order to enter McGill a student was expected to know some Latin, some Greek, algebra including simple equations, arithmetic, Euclid (Books I-III), and English dictation. By the end of his fourth year the student was responsible for the following material: Greek, Latin, Hebrew, and other oriental languages including Chaldean-Hebrew was optional for theology students—French, German, or Spanish. Natural Science: Zoology (principals of classification), Botany and Vegetable physiology, Geology and Mineralogy, chemistry (inorganic), Meteorology ("Instruction will be given in the observatory at hours to suit the convenience of the senior students"). Then there was: Moral and Mental philosophy; Mansel's Metaphysics, Psychology, Schwegler's History of Philosophy, Whewell's Elements of Morality. Also, Honours Philosophy; Descartes, McCosh's Intuitions of the Mind, Ferrier's Institutes of Metaphysics, W. Hamilton's Metaphysics, Morell, Mill's examination of Hamilton's philosophy. And Mathematics, Mechanics, Hydrostatics, Optics, Astronomy, as treated in Galbraith & Haughton's Manuals. More: History of English Literature; Smith's Students Gibbon, Smith's Students Hume, Marsh's Handbook of the English Language, Collyer's History of English Literature. With: Experimental Physics; Theories of Light; reflection, refraction, dispersion, interference and diffraction, double refraction, polarization. Heat; dilation of solids, liquids, and gases, specific and latent heat, radiation and conduction, mechanical theory.

Medical School: The school boasted a well-ventilated, gas-lit dissecting room though the Faculty bulletin gave every indication that cadavers were rarely used for illustration. It appears that a medical student spent most of his time learning what his patient had died of. In surgery it seems that the doctor was supposed to prepare his own anaesthetic. Courses included Materia Medica (pharmacology), Midwifery (illustrated by the use of the Artificial Pelvis), and Medical Jurisprudence ("modes of testing for poisons, post-mortem appearances illustrated by plates, Insanity, Public Hygiene, and the Medical Police are touched upon").

Except for the medical students, McGill graduates went to every effort to look as moral, as reasonable, and as stuffy as possible. They had a tremendous ability to memorize quotations from forgotten textbooks, by forgotten authors, on forgotten subjects, and could perform incredible feats of mental calculation that we would do well to imitate before the machines deprive us of all the skills of which we are capable.

As a final note, the 1900 edition of *Old McGill* bemoans the student apathy on campus.

Scholastic Achievement Test

The *McGill Reporter* is offering The Stewart Gilman Memorial Scholarship to the student who can prove that we are smarter than our grandparents. Most questions have been taken from third and fourth year examinations of McGill University 1868-70. One or two of the questions on Moral and Mental Philosophy are drawn from first-year exams.

English

1. Explain the difficulty with respect to language that has been felt by Christian Missionaries.
2. What are the reasons given by Trench for the excellence of the English version of the Bible.
3. What are the qualities that in the *Paradise Lost* impress the imagination and give it a hold upon the hearts of its admirers.
4. What was the state of learning in Scotland about the middle of the sixteenth century.
5. Give the term used for "verb" by the Germans and the objections to it.

Translate into French:

One has often need of a person inferior to oneself. A troop of nymphs crowned with flowers swam behind her car. Many diseases spring from intemperance. Rainbows are formed by the reflection of the rays of the sun in the clouds. Is my reputation at stake?

Moral and Mental Philosophy:

1. On what grounds may it be argued that marriage ought to be accompanied with a religious sanction.
2. Supposing the physiological facts of phrenology to be correct, can it furnish a basis for a system of intellectual philosophy?
3. Give the substance of what is said in regard to the sentiment of Reverence for Superiors.
4. How are the Irascible Affections classified?

Physics and Natural Science:

1. What is the first hour after 6:00 at which the two hands of a watch are directly opposite? (first year)
2. If a body falling at the Cape of Good Hope ($g = 32.1403$) acquire a velocity of 71.30 feet, find the space described.
3. Describe the mode of action of the safety-tube.
4. Describe the air pump.

Translate into French:

Let us live like good Christians. The torpedo benumbs the hand of him who touches it. Nothing stops the Russian coachman—ditch, hillock, overturned tree—he leaps over everything. Have you seen my favourite flower, the rose so fresh and sweet? The admirals were at

all the balls of the nobility. There are striking examples of English generosity.

Psychology:

1. Give the substance of the remarks that serve to show that Personality is indefinable.
2. Explain the nature of Instincts and state the several classes of facts that serve to prove the existence of Latent Thought.

3. Show that Imagination, Memory, and Hope are psychologically the same faculty.

Medicine

(Materia Medica):

1. Mention the ingredients in the different preparations of Colchicum and of Rhubarb and the average doses in which you would prescribe them.

2. From what plants are the following drugs obtained: Bachu, Calumbo, Croton Oil, Gamboge, Iceland Moss, Ipecacuanha, Logwood, Long Pepper, and Virginia Snake-root?

In addition, to students of Botany and Vegetable physiology a \$20 prize will be offered for the best collection of plants.

NOTES ON A DISRUPTION

Thoughts on theatre, radical theatre in particular

by LAZAR LEDERHENDLER

The annual McGill Production of the Red and White Revue was disrupted halfway through its opening night. The revue was called "*NO*" *A Revolutionary Rock-Musical*. The disruptors were mostly members of the Women's Liberation Movement, together with a few members of Théâtre Radical Québécois and a McGill Professor, Hugh Nelson. The reasons they gave for the disruption were to point out and protest the insulting nature of the play as well as its inadvertently racist jokes, made at the expense of oppressed and exploited peoples. Furthermore they objected to the use of "revolutionary rhetoric" to express unrevolutionary ideas.

The next day the *McGill Daily* devoted a news feature and an editorial to the disruption; the *Montreal Star* gave it a page three write-up (metropolitan news) with a large picture, in addition to the review in the theatre section; and the *Gazette* theatre critic commented on it in his column.

What positive effect did the disruption have? By putting "*NO*", *a Revolutionary Rock-Musical* into the news the disruptors, in a sense, did the play a service. They extended the event, intended to be purely theatrical, far beyond the bounds of the stage and the walls of Moyse Hall. Obviously, every piece of bourgeois theatre (of which "*NO*" is certainly an excellent example, despite its "revolutionary" pretensions) has a "truth" beyond the theatre, simply by the fact that it is theatre and, as such, is a function of human society, and, more important, a function of a particular stage of human society i.e., bourgeois society. This however is rarely (never) made explicit, of necessity.

Jean-Paul Sartre said, "The bourgeoisie has been in control of the theatre for about 150 years now. First of all it controls it by the price of land . . . The bourgeoisie controls the theatre by the price of tickets which rose steadily in order to make the theatre a profit making enterprise . . . Finally it controls it through the critics. It is an error to contrast the newspaper critic with the public. The critic is the mirror of his public . . . The bourgeois theatre is therefore subjective, not because it shows what is going on in the head of the character (often one does not see this at all), but because the bourgeoisie wants produced in the theatre an image of man according to its own ideology and not man seeking through this sort of world of individuals who see one another, of groups which form judgements about one another, because then, the bourgeoisie would be contested . . . The bourgeoisie has changed the world profoundly, and now it no longer has any desire to be changed itself, above all from without. If it changes it is in order to adapt itself, to keep what it has, and in this position what it asks of theatre is not to be disturbed by the idea of action . . . In effect in its plays the

bourgeois theatre has replaced action with passion, and action such as it is known today in the theatre simply means a practical construction . . . All the theatre I have just mentioned, of passivity, of permissiveness, of dead end and of evil is bourgeois theatre . . ."

In short, what the act of disruption did was to make explicit the political nature of a bourgeois play and, to a certain extent, provide the elements needed to make clear the dialectical position of the performance. It showed the significance of this piece of theatre in terms of society as a whole, rather than just entertainment for part of it, the controlling part. In doing so, the disruptors turned the play, as a weapon of the power structure of capitalism, against itself:

The theatre no longer seeks to intoxicate him (the spectator), supply him with illusions, make him forget the world, to reconcile him to his fate. The theatre now spreads the world in front of him to take hold of and use for his own good.—Bertolt Brecht

Many of those who participated in the disruption of "*NO*", eg. TRQ were aware that the disruption was itself a theatrical event. It was not, however, the same kind of theatre undertaking as the Red and White Revue, because it was essentially radical theatre.

Is radical theatre, disruption? Yes, when disruption is deemed necessary in terms of the aims and ideals of the radical theatre group. What are those aims and ideals; in other words what is radical theatre? "To be radical means to grasp thing by the root. And the root for man is man himself."—Karl Marx.

Radical Theatre is an attempt to re-establish theatre in its primordial role: "The purpose of playing was and is to hold, as 'twere, the mirror up to Nature. To show . . . the very age and body of the time his form and pressure."—Shakespeare.

Men have a need to play out the myths of their existence, myths being the concentrated, poetic expression of the totality of human experience. That is the function of *Art*, in general. People use *Theatre* to show the relationships between people, i.e., social myths.

Modern theatre as an institution within bourgeois society, being ignorant of its root purpose, fulfills its functions only accidentally, unconsciously and in spite of itself. Even what it does is inadequate for the psychological needs of the public; so that in New York, the largest city in the most technologically advanced (also the most alienated and schizophrenic) society in the world, many people are driven to "making spectacles of themselves" by masturbating, for instance, in public. This is essentially theatre.

The idea of liberating or liberated theatre is a false one. Living Theatre, Grotowski-type

theatre as well as nudist and pornographic theatre, operates under the assumption (if there is a philosophy at all) that liberation of the individual can occur during the theatre experience, within the confines of the area of performance, through generation of a "Divine Struggle" or some other cathartic experience. Judith Malina described the Living Theatre as "a revolution disguised as a theatre."

Radical theatre believes that revolution cannot be disguised, that theatre cannot be liberated until the society in which it functions is liberated, and that the problems of an individual human being cannot be solved until his concrete relationships with *all* other individuals are "rehumanized."

Social myths are grounded in social reality. As far as a radical theatre troupe is concerned, the most important factor in our social reality is the need and the potential for radical change on all levels. Each member of a radical theatre has some kind of personal commitment vis-à-vis this truth. Furthermore, he has chosen to use theatre as the medium through which operates and expresses himself.

The problem which presents itself at this point is one of inventing and finding modes of theatrical expression which will be tactically effective, when there is no real tradition. Experimentation based on the experience of others, in the past as well as now, is necessary if radical theatre is to become what it strives to become; that is, a threat, a danger, a weapon, against the existing structure of society as well as a tool for creating a new one.

Artistic experimentation is invented and is taken as the definition of freedom, but this 'experimentation' has limits which are imperceptible until they are clashed with, that is, when the real problems of man and his alienated condition are dealt with. Senseless anguish or vulgar past-times are comfortable safety valves for human uneasiness; the idea of making art a weapon of denunciation and accusation is combatted.

—Ernesto Ché Guevara

Eugene Ionesco wrote, "theatre can only be theatre . . ."—He was wrong.

Lazar Lederhendler is a member of the Théâtre Radical Québécois.

COMING EVENTS

MARCH 6 TO MARCH 13

Send notices of coming events, photographs, illustrations, etc., to M. Cowen, Information Office, Administration Building, Room 633, McGill (392-5301, -5306). Deadline: Friday noon, a week before the issue in which the notice is to appear.

FRIDAY—6

BOTANY SEMINAR: Botany Department. Speaker: Dr. D. W. Beirhorst, Dept. of Botany, U. of Massachusetts, Amherst, Mass. Topic: A Reconsideration of the Systematic Position of the Psilotaceae and of the Nature of Filicalean Organs. 4:00 p.m., Room W4/12, (Botany Seminar Room), Stewart Biology Bldg.

COLLOQUIUM ON EXACT PHILOSOPHY: Philosophy Department. Speaker: Roger B. Angel (SGWU). Topic: Covariance and relativity. 4:00 p.m., 2nd Floor, 3479 Peel St.

FACULTY FRIDAY: The Faculty of Music presents the Student Chamber Ensemble in works for clarinet, violin, and piano. Composers: Bernstein, Brahms, and Bartok. 8:30 p.m., Redpath Hall, admission free.

FRIDAY NIGHT CINEMA: McGill Film Society screens *Falstaff* directed by Orson Welles (Spain 1966). 6:30 and 9:00 p.m., Leacock 132.

LECTURE: English Department. Speaker: Kenneth Neil Cameron of NYU and the Carl Pforzheimer Library, NY, formerly of McGill. Topic: Shelly's Last Poem: *The Triumph of Life*. 4:00 p.m., Arts Council Room.

PLAY: The Centaur Theatre presents *A Lily in Little India* by Donald Howarth, to March 29th. 453 St. François Xavier Street, tel: 288-1229.

PLAY: McGill University presents as its spring production *Waiting for Godot* by Samuel Beckett, to March 7. 8:30 p.m. Moyse Hall. Tickets \$1.50 each. This play is part of the McGill Drama Festival which runs from today to March 21. Brochures containing a day-by-day calendar of events may be obtained from the English Department Office in the Arts Building.

INTERDISCIPLINARY SEMINAR: Centre for Developing Area Studies. Speaker: Professor Arch Ritter, Department of Economics, Carlton University, Ottawa, on Post-Revolutionary Cuban Agricultural Experience. 2-4 p.m. in the Arts Council Room (106).

SUNDAY—8

FILMS ON ART: The Montreal Museum of Fine Arts presents a 27 minute film on Vancouver artists called *In Search of Innocence*. 2:30 p.m., 1379 Sherbrooke St. West. Admission Free.

LECTURE: Christ Church Cathedral. Speaker: Rev. G. A. B. Moore, Director of the Centre for Instructional Technology, SGWU. Topic: Moral Decisions and the Communications Revolution. 11:30 a.m., Room 204, Anglican House, 1444 Union Ave.

PRO MUSICA: Albert Lotto, pianist, performs Bach, Mozart, Brahms, Shostakovich, Stravinsky, and Ives. 4:30 p.m., Théâtre Port-Royal, Place Des Arts, tel: 842-2112.



David Schurmann, Denise Huot, and Griffith Brewer as they appear in the Centaur Theatre Production of Donald Howarth's *A Lily in Little India*. At the Centaur Theatre, 453 St. François Xavier St., to March 29.

Samuel Beckett, whose *Waiting for Godot* is to be presented in Moyse Hall, March 6 and 7, by McGill.

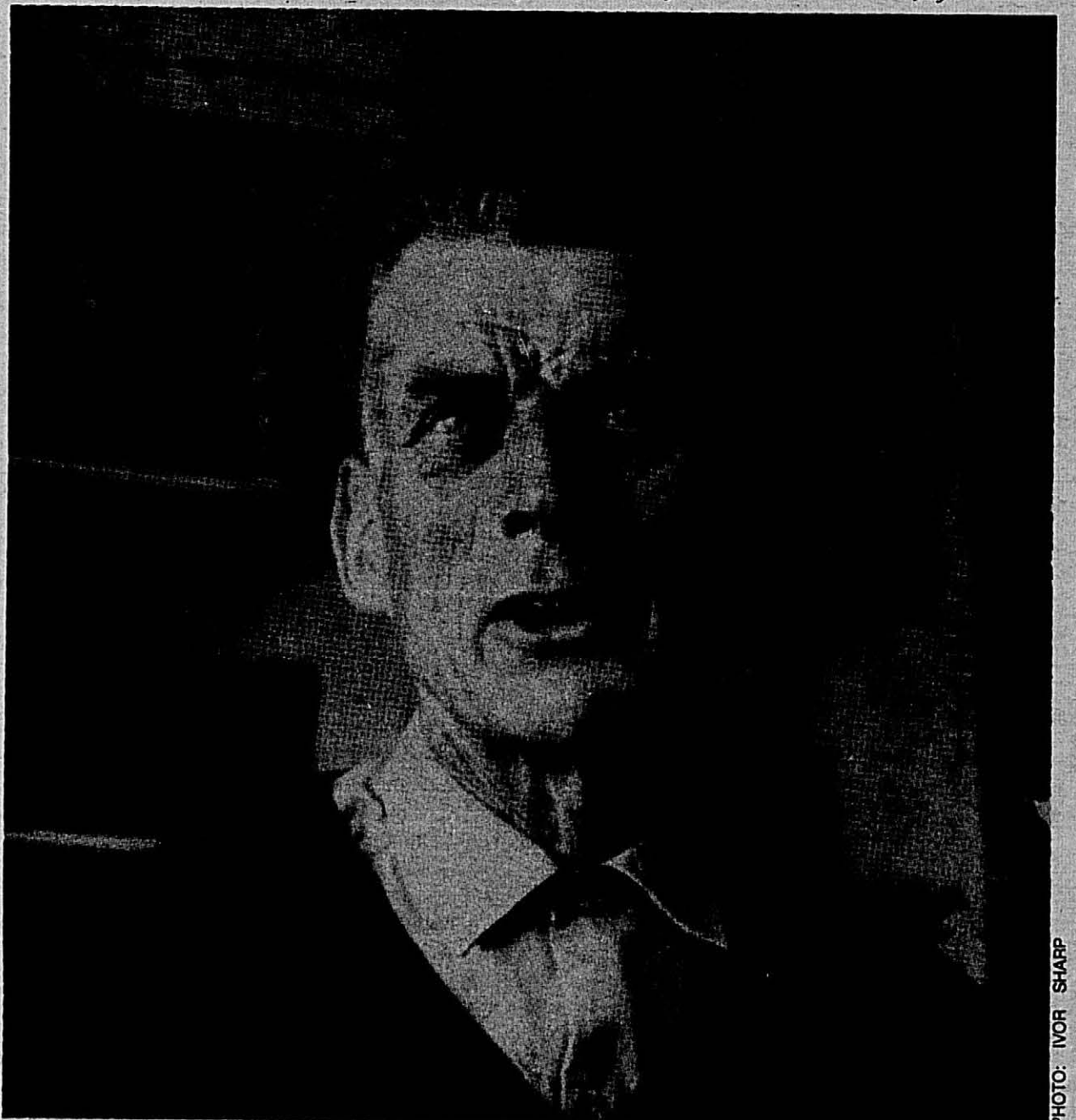


PHOTO: IVOR SHARP

MONDAY—9

MEETING: The Committee for the Continuing Review of University Government. 4:00 p.m., Room 608, Administration Building.

TUESDAY—10

BOOK DISCUSSION GROUP: The McGill Women's Associates will discuss *Male and Female* by Margaret Mead. 8:00 p.m., 4885 Coronation, NDG, tel: 288-3968.

CONCERT: Montreal Symphony Orchestra Gala Concert. Performance of works by Haydn, Bloch, and Stravinsky. 8:30 p.m., Salle Wilfrid-Pelletier, Place Des Arts.

LECTURE: The History Association of Montreal and The Quebec Association of Teachers of History in Cooperation with SGWU have Professor I. H. Smith, Department of History as their speaker. Topic of his lecture will be Fifty Years of Soviet Foreign Policy. 8:30 p.m., Henry Hall Building, SGWU.

MEETING: Committee on Research, 2:30 p.m., Graduate Conference Room.

MEETING: Faculty of Engineering, 4:00 p.m., Engineering Faculty Room.

TALK: The St. James Literary Society have as their speaker Dr. Helmut Blume, Dean of the Faculty of Music, McGill, topic: A Good Composer is a Dead Composer—Yes or No? 8:15 p.m., Windsor Hotel.

WEDNESDAY—11

LECTURE: Montreal Neurological Society. David Hubel, Professor of Physiology, Harvard Medical School, Boston, Massachusetts. Topic to be announced. 5:00 p.m., Amphitheatre, Neurological Building.

MARKETING SESSION: A three-day session on marketing concepts and strategy. Course Leader: Dr. S. J. Shapiro, Faculty of Management, McGill. 9:00 to 5:00 p.m. in the Management Development Institute, 3650 McTavish St.

MEETING: Senate, 2:20 p.m., Leacock Council Room.

SEMINAR IN MECHANICS: Speaker: Dr. S. B. Lang, Department of Chemical Engineering, McGill. Topic: The Thermodynamics and Electromechanical Behaviour of Animal Bone. 4:00 p.m., Room 226, McConnell Engineering

McGill

Visual

Extravaganza

desires graphics, poetry, short fiction and plays, photography and creative essays.

Material should be submitted in an envelope with name, address and phone number.

Submit material to:
McGill Visual Extravaganza
3587 University Street, Montreal,
before March 9, 1970.

Building. All interested persons are invited to attend.

THURSDAY—12

MEETING: Senate Academic Policy Committee, 2:30 p.m., Room 609, Administration Building.

PLAY: Saidye Bronfman Centre presents Contemporary Theatre, *The Tenth Man* by Paddy Chayefsky. 5170 Cote St. Catherine Road, tel. 737-6551.

POLYMER THURSDAY: Department of Chemistry. Speaker: Professor J. E. Guillet, University of Toronto, Department of Chemistry. Topic: Molecular Probes in the Study of Polymer Structure. 4:30 p.m., Room 10, Otto Maass Chemistry Building.

TALK: Sponsored by the Faculty of Divinity. Speaker: Dr. Cathleen Going of Thomas More Institute. Topic: The Philosophical and Theological Thought of Bernard Lonergan. 11:05 a.m., Common Room, Divinity Hall, 3520 University St.

SEMINAR: Genetics Department. Topic: Genetic Control of Nuclear Migration in *Schizophyllum*. Speaker: Dr. John R. Raper, The Biological

Laboratories, Harvard University. 8:00 p.m., N5/3b, Stewart Building. Interested persons are invited to attend.

SEMINAR: Department of Microbiology, Macdonald College of McGill Topic: Repair of DNA by Recombination. Speaker: Dr. V. N. Iyer, Department of Biology, Carleton University, Ottawa. 4:30 p.m., Room B-216, Biology Building, Macdonald College. All visitors welcome.

FRIDAY—13

BOTANY SEMINAR: Speaker: Dr. G. H. Haggis, Research Branch, Canada Department of Agriculture, Ottawa. Topic: Scanning Electron Microscopy in Biology. 4:00 p.m., in Room W4/12, Botany Seminar Room, Stewart Biology Building.

FRIDAY NIGHT CINEMA: McGill Film Society shows *Umberto D* directed by Vittorio de Sica (Italy 1952), 6:30 and 9:00 p.m., Leacock 132.

FACULTY FRIDAY: Faculty of Music presents McGill Martlet Choir directed by Donald Graves in Cantata and Narrative for Good Friday.

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criticisms of me with their sources and corroboration. he told me to talk to Dr. A. again. But Dr. A. had nothing further to tell me, other than that I wasn't "sensitive" enough to the patients, in the supervisors' opinion (he didn't agree). After further delay, I got to talk to Dr. C., but he told me essentially the same thing and would not reveal the sources of any statement; instead he referred me back to the supervisors. I felt helpless and frustrated; these were just put-offs. However this showed me why blacks and college students were rioting, while the channels of communication were open.

It became clear to me that the residents were not going to back me, with one exception, beyond writing a petition. There thus came for me a moment of truth, most disturbing, in the sense of realizing my aloneness. But it was clear that a moral principle was at stake, namely the right to know what one is accused of and by whom and to be able to present one's side. I wanted to publicize my cause as a matter of conscience and principle to clear my good name and to educate people. My next move was to write Dr. B. and request to be shown the supervisory reports written about me, and to contact the presidents of the second and third year classes of medical students, who agreed to let me address them.

When we finally met three weeks later, Dr. B. told me that the reports couldn't be seen without their authors' consent. he also told me to think over my actions in taking my case to people outside the department. Following this frustration I addressed the medical students. Forty members of the second year class and fifteen members of the third class signed a petition that asked for me to be given a chance to read the reports or a set of new ones and following this to be permitted to present my case, verbally and in writing before the Committee.

Shortly thereafter came a long angry letter from Dr. B. saying that to have addressed the medical students was "inappropriate" and only served to confirm the department's opinion of my "poor judgment." There was the amusing implication that my efforts to defend myself only further proved my guilt. In this Kafkaesque situation, Dr. B. said he found it "distasteful" to write this letter and that only the department's concern for my privacy had kept them from revealing the full details (which I had been requesting for two months). At about this time finally came a written statement from Dr. C. asserting that unnamed supervisors had a number of general criticisms of my work as therapist, and that this was the basis of my dismissal.

I proceeded to write the supervisors individually, and six of them authorized my seeing their reports, four of which were favorable. However three other supervisors refused. If as they claimed they had been honest with me

during their contact with me, what new disclosures had they to fear? Realizing now there was no chance for a fair hearing, I wrote letters about the situation to the chief resident at every university training program in the country, as well as to the presidents of the third and fourth year classes of medical students. Five residency centers replied; in three, the resident does get to read the supervisor's reports. Knowing this made me wonder about the particular system practised in ours.

We residents are partly to blame, because we are passive and tend to assume our supervisors are the main source of learning.⁴ But we are also influenced by the atmosphere of residency training. My story shows that I was not being treated as an adult, while at the same time the department convinced itself it was protecting me. As I had never been cautioned about my status by the Committee, I had no opportunity to either defend my position, correct my deficiencies, or alter my behavior to protect my job. Also the department ignored the high regard for my work and character expressed by several supervisors, several colleagues, and many nurses, as well as the fact that patients have told me they benefited from long-term intensive psychotherapy with me. Six medical students who had worked closely with me also wrote a letter in my behalf.

Thus even the best of men become increasingly dogmatic and self-righteous when they wield unrestrained power. There is too much in our training system that suggests the Inquisition. Because evaluation of work in psychiatry depends upon what people report verbally there comes to be great reliance upon the rhetoric of the profession; those who would not do well on their own are able to progress in the hierarchy and become surrounded by dull people like themselves. Also the struggle for academic tenure is brutalizing. If residents demand their say and put forth independent views, residency training will be more stimulating and better people will seek training positions.

College and graduate students, younger than we are, are seeking a voice in their education all over the world. But in psychiatry we are falling behind the times and losing out. Most of my colleagues felt unqualified to serve on a promotions committee and had little desire to assess the program. We ignore how much we can learn from each other. So I learned that three other residents had at times feared loss of promotion, and that several years ago there was a factional struggle in the department that helped create the current concern with image and loyalty. After accepting his teacher's paternalism, a resident is likely to unconsciously imitate it with his own patients; how then can he teach them autonomy? We unquestioningly accept a heavy load of required courses and patient responsibility. A survey to determine whether psychiatry residents get to read on their own might be instructive.

For me this has been a valuable experience, because it led me to assume more responsibility for my own education. It is possible for me now to appreciate the helplessness people feel

when confronted with powerful and at times hidden social prejudices and institutions. Their reactions are labelled paranoid. But is it really necessary for a resident to go through an ordeal and have his career jeopardized to become aware of the issues in his education and the lives of his patients?

1. "The Sorcerer's Apprentice," by Ornstein, *Comprehensive Psychiatry* Vol. 9 (1968), p. 293.
2. *Psychoanalytic Supervision*, Fleming and Benedek.
3. "Psychotherapy and the New Left," Kadushin, *Columbia Forum*, Vol. 12, No. 1 (1969).
4. "Implications of Prior Socialization for Residency Programs in Psychiatry," Bucher, Stelling, and Dommermuth, *Archives of General Psychiatry*, Vol. 20 (1969), p. 395.

Dr. Schapiro is a third year resident in Psychiatry at McGill, presently working at the Forensic Clinic.

Campus discipline debate

Pros and cons of the recently released report of the Senate Committee on Rights and Responsibilities will be debated at a special session organized by the Students' Society on Wednesday, March 11, 1 p.m., in Leacock 219 or 16. Internal Vice-president David Young says the Society hopes that a significant number of faculty will participate.



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DEADLINES

Friday before the issue in which the item is to appear. FEEDBACK deadline is Monday.

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